DOCUMENT RESUME

ED 021 850 24 TE 000 641

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TEACHING COMPOSITION SKILLS WITH WEEKLY MULTIPLE CHOICE TESTS IN LIEU OF THEME WRITING. FINAL REPORT.

Spons Agency- Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No- BR-6-8134
Pub Date Jun 68
Grant- OEG-1-7-068134-3490
Note- 90p.
EDRS Price MF-$0.50 HC-$3.68
Descriptors- *COMPOSITION (LITERARY), *ENGLISH INSTRUCTION, GRADE 10, GRAMMAR, LANGUAGE USAGE, *MULTIPLE CHOICE TESTS, OBJECTIVE TESTS, PARAGRAPH COMPOSITION, PUNCTUATION, RHETORIC, SECONDARY EDUCATION, SENTENCE STRUCTURE, *TEACHING METHODS, WRITING EXERCISES, *WRITING SKILLS

The purpose of the study was to compare the effectiveness with which composition skills could be taught by the traditional theme-assignment approach and by an experimental method using weekly multiple-choice composition tests in lieu of theme writing. The weekly tests were based on original but typical first-draft compositions and covered problems of grammar, punctuation, usage, and organization. Students marked their answers on self-scoring answer sheets. An attempt was made to guide students in an orderly fashion in rewriting the theme, and the test items emphasized composition techniques that students can avoid in their free writing. The subjects were 306 grade 10 students in 14 different classes in two metropolitan school districts. Pretest scores indicated that the sample was relatively typical of grade 10 students. Criteria included scores on a standardized test and marks on a theme. Analysis of variance yielded non-significant F's for all tests of main and interaction effects. The findings are consistent with most prior research which indicates the difficulty of improving student writing skills at the high school level. However, the new method maintained student skills as well as theme writing did and required less teacher time. (Author)

BR-6-8134
PA-24

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# *Teaching Composition Skills with Weekly Multiple Choice Tests in Lieu of Theme Writing*

*June 1968*

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

TE 000 641
ED021850

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Final Report

Project No. 6-8134
Grant No. OEG-1-7-068134-3490

# TEACHING COMPOSITION SKILLS WITH WEEKLY MULTIPLE CHOICE TESTS IN LIEU OF THEME WRITING

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The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their projessional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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# ACKNOWLEDGEMENTS

One of the most difficult problems confronting the educational researcher is to find a school system that will permit him to modify a classroom situation in order to study a factor of interest. This is particularly true if the study extends over a relatively long period of time. Therefore, the investigators would like to express their sincere appreciation to the administrators of the school districts of Kansas City, Missouri, and Topeka, Kansas, where this research was conducted.

A special vote of thanks is extended to the teachers who participated in the study and whose cooperation and seriousness of purpose made the administration of the study a simple task: Mrs. Helen Afflick; Mrs. Inez Arman; Mrs. Thelma Bowen; Miss Rochelle Christensen; Mrs. Betty Freidebach; Mrs. Betty Grelling; Mr. Lyndall Grieb; Mrs. Vivienne Hopkins; Mrs. Norma Painter; Mrs. Betty Penny; Mrs. Margaret Reddoch; Miss Jean Riddle; Mrs. Carol Wilson; Miss Elizabeth Ziegler. We would also like to extend our appreciation to Dr. Clyde Baer and Mr. James Lawson, of Kansas City, and Dr. Giles Thielmann and Mr. Donald Dorrell of Topeka, who made the preliminary arrangements within their school districts and who in many ways contributed to the smooth and efficient operation of the study.

Professors Kenneth Rothwell, John Willingham, and James A. Gowen read the criterion themes, and their professional competence contributed much to the effectiveness of the study. Joan Scannell prepared several of the teaching exercises and made valuable suggestions on the other exercises. And our thanks also go to the administration at the University of Kansas and University of Iowa who made it possible for the study to be conducted inter-institutionally, particularly Dean William J. Argersinger, Jr. (Kansas) and Dean Donald E. Rhoades (Iowa).

# SUMMARY

During recent years concern has been expressed by representatives of various aspects of our society over the inability of high school graduates to express themselves clearly in writing. Many colleges and universities offer what they consider to be remedial courses in composition, even though some degree of selective admission is applied to freshmen applicants. Employers frequently cite deficiencies in writing skills as one of the serious weaknesses among the people in the labor market. Most of these criticisms include a tacit assumption that a major cause of the problem is the limited opportunity that high school students have been given to practice the skills of written composition.

Research on the methods of teaching composition has not uncovered the best way to teach students how to write, and in fact, the results have been inconsistent with regard to the factors that may be related to improving the teaching of composition skills. However, research in this area does support the following observations:

1. Skills in written composition tend to reach a plateau early in an experimental period during which students are given the opportunity to write frequently.
2. The type and frequency of errors for a given student tend to persist during traditional courses of instruction.
3. The types of errors made by students in their free writing are not the same as those made on standardized tests of composition skills.

The purpose of this study was to compare the effectiveness of the traditional method of teaching composition skills (i.e., the assignment of a theme on alternate weeks, with revision of the theme required during intervening weeks) with that of a method which substituted weekly multiple-choice composition tests for the theme-writing experience. Fourteen Grade 10 classrooms from two school systems were assigned to experimental and control groups. The test items for the experimental classes were based on compositions that would be comparable to a first draft written by a Grade 10 student. Each test included approximately 20 items which required the student to make corrections in the composition. The test items dealt with grammar, punctuation, and usage, and increasingly during the semester, emphasis was given to the structural and organizational elements of composition, such as economy of expression, the organization of sentences within paragraphs, and the organization of paragraphs within the theme. Students marked their answers on self-scoring answer sheets and were told to continue marking answers until the symbol for the correct answer appeared.

During the first part of the fall semester, students in all fourteen classrooms were given a standardized composition test. Results on this test were used to establish levels for a two-way analysis of variance design. Criterion measures collected during the first two weeks of December included scores on a standardized composition test and the average grade assigned by three judges to a 200 word theme. The results of the analyses indicate that all null hypotheses must be retained. That is, there were not any statistically significant main or interaction effects as measured by the standardized test or theme grade. The mean scores on the standardized test were 46.4 for the experimental group and 47.2 for the control group. The mean theme scores were 4.15 and 4.10 for the experimental and control groups, respectively.

The results of this study suggest that weekly multiple-choice composition tests are no less effective than the traditional method of theme assignments for teaching and maintenance of composition skills. In addition, it might be noted that the multiple-choice test method makes more economical use of teacher time and effort. In considering the results of this study, however, the short experimental period of less than one full semester must be recognized; one can only speculate about what the developmental trend would be if the experimental treatment were applied over a longer period of time. The experimental method reduces the time required of teachers to read themes, and the time saved can be used by teachers as needed in working with individual students. However, the investigators feel that the results of this study are inconclusive due to the short experimental period, and they recommend that the method be studied over a longer period of time.

# INTRODUCTION

During recent years people representing various sectors of American society have expressed concern over the inability of high school graduates to express themselves clearly in writing. In recognition of this problem, many universities offer what they consider to be remedial courses in composition, even though their somewhat selective admission standards should eliminate the least effective writers. Through institute and in-service programs for high school teachers, universities have attempted to improve the teaching of English at the high school level. Employers in the business world have also expressed concern over the poor level of writing skills that they find among the members of the labor pool.

In most of the criticisms of student writing ability there is a tacit assumption that the problem stems largely from the lack of opportunity afforded students to write under supervision during their high school program. As a result, various steps have been taken to make it possible for high schools to provide students with more opportunities to write and receive constructive criticism of their compositions. One approach has been for school systems to employ lay readers, members of the community such as housewives, to read the themes that the classroom English teachers have assigned. A second approach has been based on the cooperative effort of English teachers and other members of the high school teaching staff. For example, a theme assigned by a science teacher will be read by that teacher for content and by a cooperating English teacher for style of writing. Both of these approaches recognize that English teachers cannot work effectively under existing student-teacher ratios which are commonly between 100 and 150 students per teacher.

The results of a recent NEA survey (1965) suggest that the problem of student-teacher ratios may become more serious in the near future. The report indicates that the number of English teachers being produced by institutions of higher learning is not sufficient to fill existing and projected vacancies.

There is little argument over the need to improve the writing skills of high school graduates. However, research on the teaching of English has not produced any clear-cut answers about how skills of written composition can best be taught. Many people, teachers and lay citizens alike, assume that if students are given more opportunity for free writing, the quality of their compositions will improve. Research does not support this position. Student improvement from writing experiences seems to reach a plateau early in a training period, and certain types of errors tend to persist as characteristic of a given student's writing. The development of any skill requires the learner to extend himself, even though initially he may experience failure to some degree. A student does not improve or advance to a higher level of skills merely by practicing insufficient or improper techniques. To improve, a student first must recognize what his weaknesses are; then he must understand how to avoid these weaknesses;

and finally, he must receive practice in applying recently learned skills to new situations. There are logical reasons for questioning whether the traditional theme assignment approach can incorporate these requirements effectively.

The problem of student-teacher ratios, the evidence concerning the limited improvement that results from assigned theme writing, and the persistence of certain deficiencies in student composition skills, suggest that more effective and efficient methods must be found for guiding students in the development of composition skills. However, since teachers differ widely in their basic methods, even though they may be equally effective overall, a new method that will be useful to a great majority of the teachers must not require sweeping changes in the teacher's approach; instead, the method must be adaptable to the variety of approaches which teachers have developed as most efficient for them.

The purpose of this study was to explore the effect of replacing normal theme-writing assignments with weekly multiple-choice teaching tests that were marked on self-scoring answer sheets. The tests were designed to reflect the normal course of instruction in the first semester of a Grade 10 class. The test items covered problems of grammar, usage, and punctuation, and during the semester emphasis was placed increasingly on sentence structure, sentence and paragraph organization, and economy of expression.

## Related Research

Research that has been reported during recent years does not support the position that practice in writing themes will lead to a commensurate amount of improvement in the skills of written composition. In fact, evaluations of student improvement during single semester or full-year courses in high school and college suggest quite strongly that frequent and extensive theme assignments do not yield the desired improvement in student composition skills.

Dressel, Schmid, and Kincaid (1952) identified the 99 students in one class at Michigan State University who had been assigned the largest number of written compositions and the 99 who had been assigned the smallest number in all courses taken (during their freshman year). At the beginning of the sophomore year and in the comprehensive examination, these students, and the other 2200 in the class, were assigned themes. The findings indicate that the average marks on the themes for the two extreme groups did not differ significantly.

Christiansen (1964) studied the relative effect of different amounts of practice in theme writing during one semester by having one group write three times as many themes as the second group (24 as compared to 8). At the close of the experimental period the two groups did not differ in the quality of their writing. Similarly, Lokke and Wykoff (1948) found that performance curves for students essentially reached a plateau after 12 themes had been written and that the additional experience of writing 20 more themes during the one-semester study did not produce additional improvement.

Maize (1952) evaluated two procedures designed for use with college freshmen who were markedly deficient in writing skills. He found that the group assigned the larger amount of writing showed the greater improvement. However, this result is clouded by the fact that the "less-writing" group was taught by procedures which are not highly recommended by composition teachers, and thus, the differences could be due to a negative effect for the control group rather than to the positive effect of additional writing for the experimental group.

Heys (1962) studied the effect of substituting extensive reading for traditional theme assignments with grade 11 students. The control group wrote, on the average, a theme a week for one school year. The experimental group did practically no theme writing but instead did extensive reading. Although both groups improved in their writing skills, the results favored the reading group, but by a non-significant amount.

The use of programmed learning materials, a kind of self-teaching workbook device, has been suggested by Munday (1965) as being a time-saver for the teacher. An experimental group of grade 12 students finished English 3200, a programmed text, in nearly 9 hours less time than it took an equivalent control group to cover the same material in traditional classroom instruction. Gains from a pretest to a posttest on grammar were practically identical.

Bennett (1964) obtained substantially the same results as Munday with grade 11 students when he compared a control group limited to 20 days of conventional lecture-textbook instruction with an experimental group who worked on English 3200. No difference was found between the groups on scores on a standardized posttest although a number in the experimental group finished English 3200 before 20 days elapsed, indicating the advantage of allowing students to work at their own speed.

Kahler (1964) added a dimension not included by Munday and Bennett when he used two experimental groups of grade 10 students and compared them with a control group traditionally taught. One experimental group worked with English 3200 and wrote frequently in their journals while the second experimental group wrote in their journals without using the programmed textbook. For students of high ability Kahler found no differences in gains as measured by the Sequential Test of Educational Progress (STEP). For students of average ability gains in both experimental groups were significantly greater (5 per cent level) than the control group while for students of low ability only the gain of the group using both English 3200 and journal writing was significantly greater (5 per cent level) than that of the control group.

While all of the three preceding studies using programmed materials were as effective and in some cases more effective than traditional instruction, especially when supplemented by writing, one must note that in no case was a written composition used for evaluative purposes. The assumption that an objective test, whether it be the final test of English 3200 or a standardized test like STEP, accurately measures written composition may be open to question.

To compare the types of errors made by students in their writing and the error types covered by tests, Vordenberg (1952) examined themes and objective English test results for 200 freshmen at Indiana University. Although the tests did not cover all aspects of the errors made in the themes, it was also found that the tests included situations which students either avoided or did not use in their own writing. The implication of this finding is interesting if these test situations cover skills that are important in careful, precise written expression.

Similarly Bone (1964) found that the frequency of certain types of errors on student themes were not highly correlated (rho = .03) with the frequency of errors made on a standardized test covering the same error situations. Even so, a correlation coefficient of .79 was obtained between the grades assigned by teachers to the themes and the total score on the objective composition test. Once again, the research suggests that students avoid the types of composition situations which they feel are difficult for them.

Fellers (1953) studied the type and frequency of errors in the compositions of 80 students during their last semester of high school and after one semester of college. He found that there was little change even though all of the students had taken a college composition course. The errors made by the subjects as high school seniors persisted through the freshman year and in some instances were just as serious and frequent.

Buxton (1958) compared two methods that teachers used in marking themes for college students. One group of students received its themes back with no marks on the paper other than a paragraph providing general suggestions. The second group received its themes with teacher comments written throughout the papers. This group also revised the themes in class. The results showed that the "revision" group improved more than the group receiving general suggestions.

The major findings of the studies reviewed above can be summarized as follows:

1. Skill in writing does not seem to be correlated highly with the extent to which students have been required to write themes.

2. Although improvement has been noted during studies involving carefully structured curricula, the improvement tends to reach its peak relatively early in the course.

3. Methods that have been substituted for that of the traditional theme assignment appear to be as effective in producing improvement in student writing as the experience in writing themes.

4. Types of errors made by students in their free writing are not the same as those made on standardized tests that are designed to cover the skills required for good written composition.

5. Types of errors that are characteristic for a student persist over long periods of time, even when instruction of a traditional manner has been given to students.

# METHODS

## Subjects

This study was conducted in seven high schools, four located in Kansas City, Missouri, and three in Topeka, Kansas. Each of the seven schools provided an experimental and control class of Grade 10 students. The classrooms within a school were assigned by random means to the treatment groups. The schools included in the study were selected so that the total sample would cover the normal range of achievement levels and so that the socio-economic levels of the families serviced by the schools would not be predominantly from either extreme of the continuum.

The teachers for the study were selected from those who had from two to ten years of experience and were known to be flexible with regard to the methods they used in their classes. Prior to their selection the teachers indicated that they would be willing to use either the experimental or control methods if selected for the study.

The data in Table 1 describe the experimental and control classrooms with regard to class size and mean student pretest scores. Percentile ranks for school averages are also shown. The pretest was Test 2: Composition, Tests of Academic Progress. Although the published time limit for this test is 60 minutes, the tests were administered in both Kansas City and Topeka with 45-minute time limits. This compromise was necessary since the normal length of class periods in the participating schools would not accommodate a 60-minute administration time. Examinees were told that they should work at their normal rate, considering each item carefully, rather than to work rapidly and make careless errors. Although one can only speculate about the effect of the reduced time limits on test performance, it seems quite likely that students in the experiment scored somewhat lower on the test than they would have if allowed to work for the full 60 minutes. Thus, the national norms provide a spuriously low description of the achievement level of students in the sample.

From the data in Table 1 it can be seen that only one school average is above the national median and that in general the class averages are low. However, distributions of class averages on standardized tests are much more homogeneous than distributions of individual student scores, and small changes in average standard scores appear large in percentile rank tables. For example, the difference between the 50th and 30th percentiles for TAP: Test 2 is only about 3 standard score units. Additional data describing the sample are presented in Table 2 which includes a frequency distribution of standard scores for the total sample, the cumulative relative frequency, and the approximate national percentile ranks associated with the standard score intervals. If one extrapolates subjectively from the data in Tables 1 and 2, based on 45-minute time limits, to a 60-minute time limit, it seems safe to conclude that the distribution of achievement in the sample represents fairly well a cross section of student achievement levels at Grade 10. Thus, the results of the study should not be limited by the achievement level of the sample. Additional descriptions of the sample of students included in the analyses are presented in Tables 4 and 6.

## Procedure

The purpose of this study was to compare two methods of teaching written composition in Grade 10 classrooms. The only difference between the methods used in the study was the amount of writing required of students. The teachers in the control groups were asked to follow a procedure that is commonly recommended in professional books and is reported by many teachers to be the procedure they use. This approach involves a theme-revision sequence during alternate weeks of a semester. That is, teachers will assign a theme during one week, will read critically the draft submitted by students, and will require students to revise the theme during the subsequent week. Students in the control group classrooms were assigned five themes to write in this way during the experimental period. Other than meeting this requirement for the study, teachers were encouraged to follow their normal teaching approach to the extent that they could.

In contrast to the control group, the amount of writing assigned by teachers in the experimental classrooms were severely restricted. Only one theme was assigned to students in the experimental classrooms, and this was at approximately the middle of the experimental period. In lieu of the bi-weekly theme-revision sequence, students in the experimental classrooms were given a series of eight multiple-choice teaching tests covering various composition problems. An outline of the sequence of activities for both the experimental and control groups is presented in Table 3.

Each of the weekly exercises for the experimental classrooms included multiple-choice questions over a composition provided with the test. The compositions were designed to represent what would be comparable to a rough draft of a composition written by a Grade 10 student. The multiple-choice questions in the first four exercises covered problems of punctuation, capitalization, usage, and organization. The questions were designed to lead the student through a process that one would normally follow in rewriting an initial draft of a composition. Since the exercises and the questions over them included examples of economical and effective means of expression, students were forced into situations that they might avoid in their own free writing experiences. During the last four of the eight exercises, increasing emphasis was given to problems of organizational and structural aspects of composition, with a corresponding decrease in attention to capitalization and punctuation problems. Here students were faced with the additional tasks of deciding how the facts given in fragmentary fashion could best be organized and expressed in written composition. Copies of the weekly experimental exercises are included in the Appendix.

## Table 1

### Class Size and Mean Pretest Scores for Experimental and Control Group Classes, and Percentile Ranks of School Building Averages[1].

| | Treatment Group | | | | |
|---|---|---|---|---|---|
| | Experimental | | Control | | |
| School | Class Size | Mean Pretest Score[2.] | Class Size | Mean Pretest Score[2.] | Percentile Rank of Building Average Test Score[3.] |
| Topeka | | | | | |
| School A | 31 | 45.5 | 31 | 45.2 | 28 |
| School B | 29 | 42.6 | 27 | 45.6 | 22 |
| School C | 28 | 45.4 | 26 | 43.5 | 28 |
| Kansas City | | | | | |
| School I | 29 | 39.5 | 28 | 39.6 | 8 |
| School II | 31 | 48.7 | 26 | 49.2 | 63 |
| School III | 25 | 40.2 | 24 | 40.9 | 12 |
| School IV | 27 | 43.3 | 28 | 43.6 | 22 |

1. Results based on 45-minute time limit rather than 60-minute published time-limit.

2. Standard Scores on Test 2: Composition, Tests of Academic Progress. Houghton Mifflin Co. 1964. For beginning-of-year Grade 11 students the standard scores have a mean of 50, a standard deviation of 10, and are normally distributed. For Grade 10 students the national median is approximately 48.

3. National norms based on 1963 standardization sample.

Table 2

Frequency Distribution of TAP Pretest
Scores for Total Sample,
N = 390

| TAP Standard Scores | Freq. | Cumulative Rel. Freq.[1] | Approx. Nat. Norm |
|---|---|---|---|
| 72-73 | 2 | | |
| 70-71 | - | | 99 |
| 68-69 | 1 | | 98 |
| 66-67 | - | | 97 |
| 64-65 | 3 | 99 | 95 |
| 62-63 | 7 | 98 | 92 |
| 60-61 | 7 | 97 | 88 |
| 58-59 | 2 | 95 | 85 |
| 56-57 | 22 | 94 | 80 |
| 54-55 | 13 | 89 | 72 |
| 52-53 | 14 | 85 | 67 |
| 50-51 | 36 | 82 | 60 |
| 48-49 | 27 | 73 | 51 |
| 46-47 | 36 | 66 | 45 |
| 44-45 | 27 | 56 | 38 |
| 42-43 | 39 | 49 | 30 |
| 40-41 | 36 | 39 | 25 |
| 38-39 | 23 | 30 | 20 |
| 36-37 | 28 | 24 | 15 |
| 34-35 | 16 | 17 | 10 |
| 32-33 | 18 | 13 | 6 |
| 30-31 | 9 | 8 | 4 |
| 28-29 | 11 | 6 | - |
| 26-27 | 3 | 3 | 2 |
| 24-25 | - | 3 | 1 |
| 22-23 | 5 | 3 | |
| 20-21 | 3 | 1 | |
| 18-19 | 1 | | |
| 16-17 | - | | |
| 14-15 | 1 | | |
| 12-13 | - | | |

[1] Decimal point omitted

Table 3

Schedule of Activities for Experimental and Control Groups During the Treatment Period

| Week of | | Experimental Group | Control Group |
|---|---|---|---|
| September | 11 | Teachers meet with Dr. Haugh to discuss administration of the study. | |
| | 18 | TAP Pretest | TAP Pretest |
| | 25 | Exercise 1 | Theme assigned |
| October | 2 | Exercise 2 | - |
| | 9 | Exercise 3 | Theme assigned |
| | 16 | Exercise 4 | - |
| | 23 | Theme assignment | Theme assigned |
| | 30 | - | - |
| November | 6 | Exercise 5 | Theme assigned |
| | 13 | Exercise 6 | - |
| | 20 | Exercise 7 | Theme assigned |
| | 27 | Exercise 8 | - |
| December | 4 | TAP Posttest | TAP Posttest |
| | 11 | Final Theme | Final Theme |

Teachers of the control and experimental classrooms met separately with with Dr. Haugh and Supervisors Donald Dorrell and James Lawson early in the semester to discuss the study. In addition to describing the essential characteristics of the methods and the overall administration of the study, one of the main purposes of the meetings was to encourage the teachers to follow their normal teaching procedures as much as possible.

Students in the experimental group recorded their answers to the teaching tests on Trainer-Tester answer sheets published by Van ValkenBurgh, Nooger, & Neville Inc. The Trainer-Tester answer sheets are designed so that a student will know the correct answer to an item prior to attempting a subsequent item. The response positions on the Trainer-Tester answer sheets contain symbols over which is printed an ink that can be erased easily. To answer a question a student merely erases the overprinted ink until he can see the symbol printed beneath. If the symbol for the correct answer appears, the student goes to the next question on the test. If the symbol corresponding to an incorrect answer appears, the student reconsiders the question, selects another answer to that item, and erases the corresponding response position. This sequence is continued until the symbol for the correct answer appears.

Two possible effects of the use of a Trainer-Tester answer sheet should be noted. First, students know the answer to a question prior to attempting a subsequent question. This feature was of particular value on the exercises covering organizational aspects of the composition since it made possible the step-by-step process of putting ideas together both within and among paragraphs. Second, knowledge of results, according to some theories of learning, will act as a reinforcement for learning. The exercises exposed students to composition problems involving economy and effectiveness of expression, and the self-scoring feature of the answer sheets made it possible for students to have immediate knowledge of the correct answer.

Each of the Trainer-Tester answer sheets has a capacity of 120 items, and since the exercises contained no more than 25 items, it was possible to use an answer sheet with four successive exercises. The items on the exercises were numbered to correspond to the positions to be used on the answer sheet (e.g., 1-25, 31-55, etc). After each of the testing sessions, answer sheets were collected by the teacher and saved until the next experimental period.

## Criterion Data

Criterion data were collected in both the experimental and control classrooms early in December, prior to Christmas vacation. Two types of data were collected; scores on Test 2:Composition of the Tests of Academic Progress, a standardized test of composition, and scores on a theme.

The criterion theme was written by students during two consecutive classroom periods. Students were directed to write on the general subject of "Vocations". A mimeographed sheet of instructions was given to each student and contained suggestions regarding how the topic might be developed. In addition, the directions indicated that the paper should contain a minimum of 200 words and that the theme should be appropriately titled. Students were given class periods on two consecutive days to develop and write their themes. The length of the themes and the time allowed seemed sufficient and appropriate so that the sample of writing would accurately reflect the students' skills.

The criterion themes were rated by three professors of rhetoric who had had experience with both national and campus testing programs. Since all three judges were experienced with scales that have been used in conjunction with various testing programs, it was decided that a combination of these procedures should be used. The scale ranged from a low of 1 to a high of 8, with a rating of 1 being reserved for themes that did not fulfill the assignment at all, and 8 reserved for very outstanding papers. A complete description of the scale is included in Appendix C. The judges met before actual theme grading began, to discuss the nature of the scale and the factors to be emphasized in the marks. Several practice grading sessions were held to ensure a high degree of consistency among the judges.

The themes were read and marked by the judges independently. No marks were made on the actual theme, but instead each judge used a worksheet provided to record the rating he wished to assign and any comments he felt should be made. The worksheets were returned to the investigator and copies were sent to participating teachers.

## Analyses

Null hypotheses concerning the theme marks and test scores were evaluated by means of two-way analyses of variance in 2 x 3 designs (Winer, 1962). Pretest scores were used to establish three levels of prior achievement in composition skills. The levels were defined in terms of national norms with the 66th and 33rd percentiles being used as the cutting scores. To obtain proportionality among levels and treatments, a table of random numbers was used to eliminate students from the analysis when necessary. Of the 390 students who took the pretest, 320 completed all requirements to be included in the study. To obtain proportionality it was necessary to eliminate 14 students. The attrition of 70 students was due to one of several reasons: excessive absence during the experimental period; missing the posttest; being absent when the final theme was written; or moving to another city.

The reliability of theme marks was determined in two ways, by using the analysis of variance model suggested by Ebel (1951) and by finding the intercorrelations among judges. The score used in the analysis was the average score for the two judges in closest agreement, or if the two extreme scores were equidistant from the middle one, the average of all three ratings was used. Reliability data were not found for TAP scores since published data are available, but the test-retest correlation coefficient was found.

# RESULTS AND ANALYSES

## Results

The purpose of this study was to compare the effectiveness with which composition skills were taught by two different methods at the Grade 10 level. Students in the traditional or control group were assigned five themes to write during the experimental period; during alternate weeks the students revised the themes in terms of criticisms offered by their teachers. The experimental method substituted for the biweekly theme-revision sequence a series of eight multiple-choice tests that were taken with self-scoring answer sheets. The test items were based on compositions that were comparable to rough or initial drafts of themes by Grade 10 students, and covered problems of punctuation, capitalization, grammar, and organization.

The purpose of the study can be summarized by two null hypotheses, which are:

1. There will be no difference between the mean scores for experimental and control groups on the posttest administration of Test 2: Composition of the *Tests of Academic Progress*.
2. There will be no difference between the mean scores for the experimental and control groups on the ratings assigned to themes written at the close of the experimental period.

Summary data for the posttest administration of the *Tests of Academic Progress* are presented in Table 4 and the results of the analysis of variance are presented in Table 5. The summary data for the criterion themes are presented in Table 6 and the results of the analysis of variance of theme data are presented in Table 7.

Table 4

Summary Table of
Posttest Scores:
Tests of Academic Progress

| | | Experimental | Control |
|---|---|---|---|
| Above Average | $\Sigma X$ | 1525 | 1556 |
| | $M_X$ | 58.7 | 59.8 |
| | SD | 4.3 | 5.0 |
| | n | 26 | 26 |
| Average | $\Sigma X$ | 2796 | 2829 |
| | $M_X$ | 49.1 | 49.6 |
| | SD | 6.1 | 5.2 |
| | n | 57 | 57 |
| Below Average | $\Sigma X$ | 2780 | 2844 |
| | $M_X$ | 39.7 | 40.6 |
| | SD | 8.1 | 7.5 |
| | n | 70 | 70 |
| Total | $\Sigma X$ | 7101 | 7229 |
| | $M_X$ | 46.4 | 47.2 |
| | n | 153 | 153 |

Table 5

Analysis of Variance of
Posttest Scores:
_Tests of Academic Progress_

| Source of Variability | Sum of Squares | df | Mean Square | F |
|---|---|---|---|---|
| Treatment | 53.55 | 1 | 53.55 | 1.2149 |
| Levels | 14947.88 | 2 | 7473.94 | 169.5794 |
| Interaction | 3.73 | 2 | 1.86 | 0.0423 |
| Within cells | 13222.02 | 300 | 44.07 | |
| Total | 28227.17 | 305 | 92.55 | |

F(.05) = 3.84, df = 1, $\infty$

F(.05) = 2.99, df = 2, $\infty$

## Table 6

### Summary Table for Theme Data

| | | Experimental | Control |
|---|---|---|---|
| Above Average | $\Sigma X$ | 132.5 | 141.0 |
| | $M_X$ | 5.10 | 5.42 |
| | SD | 1.53 | 1.34 |
| | n | 26 | 26 |
| Average | $\Sigma X$ | 264.0 | 247.0 |
| | $M_X$ | 4.63 | 4.33 |
| | SD | 1.0 | 1.2 |
| | n | 57 | 57 |
| Below Average | $\Sigma X$ | 238.5 | 239.0 |
| | $M_X$ | 3.41 | 3.41 |
| | SD | 1.22 | 1.12 |
| | n | 70 | 70 |
| Total | $\Sigma X$ | 635.0 | 627.0 |
| | $M_X$ | 4.15 | 4.10 |
| | n | 153 | 153 |

Table 7

Analysis of Variance of Theme Data

| Source of Variation | Sum of Squares | df | Mean Square | F |
|---|---|---|---|---|
| Treatment | .209 | 1 | .209 | .14 |
| Levels | 152.94 | 2 | 76.47 | 52.27 |
| Interaction | 3.72 | 2 | 1.86 | 1.27 |
| Within cells | 438.92 | 300 | 1.46 | |
| Total | 595.78 | 305 | 1.95 | |

F(.05) = 3.84, df = 1, $\infty$

F(.05) = 2.99, df = 2, $\infty$

The mean scores on the Tests of Academic Progress, across all levels are 46.4 for the experimental group and 47.2 for the control group. As one would expect from the small difference between these means, the F for treatments, shown in Table 5 is quite small and does not approach significance. Of interest also is the relationship of the means for the experimental and control groups at each of the three levels of pretest scores. In all three cases the differences are small, and the test of interaction shown in Table 5 yields an extremely small F-value, which obviously is not significant. Thus, the experimental and control groups do not differ with regard to composition skills as measured by a standardized test, and this finding applies at three levels of achievement as well as for the total group.

The mean ratings assigned to the in-class themes across all three levels of achievement are 4.15 for the experimental group and 4.10 for the control group. The F-value for the test of the treatment effect, as shown in Table 7, is less than 1 and obviously not statistically significant. Furthermore, at each of the three levels of achievement the means for experimental and control groups are very similar and the F for interaction is 1.27, obviously too small to be significant. Thus, the data on the criterion themes suggest that the experimental and control groups do not differ with regard to their ability to produce carefully organized and well-written themes.

## Reliability of Criteria

As noted earlier, reliability data were not collected for the scores on the standardized test since published data are available. (For Grade 10 students, the split-test coefficient reported is .91.) However, the correlation between pre- and posttest scores indicates the stability of the scores over a three month period; this coefficient was found to be .78, based on the total sample of 306 students.

The reliability of the criterion theme ratings was determined in two ways, by the intercorrelation of judges' ratings and by the analysis of variance procedure recommended by Ebel (1951). The matrix of intercorrelations and the means and standard deviations of ratings for the three judges are presented in Table 8.

Table 8

Intercorrelations of Ratings Assigned by Three Judges to Criterion Themes

| Judge | 1 | 2 | 3 |
|---|---|---|---|
| 1 | - | .53 | .63 |
| 2 | .53 | - | .67 |
| 3 | .63 | .67 | - |
| Mean Rating | 4.29 | 3.96 | 4.16 |
| SD of Rating | 1.52 | 1.48 | 1.46 |

The results of the analysis of variance of ratings are presented in Table 9. The reliability coefficient for individual judge's ratings is estimated to be .661, and the reliability of average ratings is estimated to be .824. This latter figure, of course, is the one of primary interest because the analyses were based on average ratings and not on scores from individual judges. It should also be noted that the coefficient, .824, probably is a lower limit for the actual reliability coefficient since the scores analyzed were the averages of the two judges in closest agreement. The correlation between the average of all three ratings and the average of the two closest ratings was found in order to assess the effect of eliminating a disparate rating. The r found was .94, indicating very close agreement between the two types of averages, and intuitively the average of the two closest ratings would be more stable than the average of all three ratings when one differs markedly from the other two. Thus, as noted above, .824 is probably a very close estimate of the reliability of this criterion score and may be regarded as a lower limit.

Table 9

Analysis of Variance of Three Judges' Ratings of Criterion Themes: Reliability of Ratings

| Source | Sum of Squares | df | Mean Square |
|---|---|---|---|
| Judges (3) | 17.26 | 2 | 8.63 |
| Themes (306) | 1497.97 | 305 | 4.91 |
| Interaction | 526.74 | 610 | .86 |
| Total | 2041.98 | 917 | |

$$\text{reliability of individual rating} = \frac{\text{ms(themes)} - \text{ms(interaction)}}{\text{ms(themes)} + (3-1)\ \text{ms(interaction)}}$$

$$= \frac{4.91 - .86}{4.91 + 2 \cdot (.86)} = \frac{4.05}{6.63}$$

$$= .661$$

$$\text{reliability of average rating} = \frac{\text{ms(themes)} - \text{ms(interaction)}}{\text{ms(themes)}}$$

$$= \frac{4.91 - .86}{4.91}$$

$$= .824$$

## CONCLUSIONS AND RECOMMENDATIONS

Research that has been published on the teaching of composition skills during recent years suggests quite strongly that the theme-assignment approach is not an effective way of helping students to improve in their ability to write clear and concise compositions. Developmental curves seem to reach a plateau relatively early in a learning sequence. In some ways prior research seems to suggest that the traditional approach merely allows students to practice insufficient or undesirable habits and is not effective in causing students to adopt better ways of writing.

The purpose of this study was to compare the effectiveness of teaching composition skills through the traditional method of theme assignments with a new approach that used weekly multiple-choice tests in lieu of theme assignments. A series of eight weekly tests was developed. Each test was based on a composition that was comparable to the initial draft of a theme that a Grade 10 student might be expected to write. The multiple-choice questions over the compositions covered various writing problems including punctuation, capitalization, usage, and organization. The questions were organized so that a student was taken step-by-step through what would correspond to the process one would use in rewriting an initial draft of a composition. Students marked their answers to the test questions on self-scoring answer sheets, and thus knew immediately the correct answer to the questions. Hopefully, this knowledge of results reinforced correct response modes. During the experimental period the emphasis on the teaching exercises was increasingly focused on the organizational aspects of writing and on economy of expression. It was hoped that the teaching exercises could expose students to techniques of theme writing that they might otherwise avoid in their own free writing.

Achievement level at the close of the experiment was measured in two ways, by means of a standardized test of composition and by means of ratings assigned to themes written by the students. Criterion data were analyzed in 2 x 3 analysis of variance tables, with the three levels of achievement based on pretest scores. The null hypotheses tested were:

1. There will be no difference between the experimental and control groups on scores obtained from Test 2: Composition of the Tests of Academic Progress.

2. There will be no difference between the experimental and control groups on average ratings assigned to themes.

The mean scores on the standardized test were 46.4 for the experimental group and 47.2 for the control group. The mean theme scores were 4.15 for the experimental group and 4.10 for the control group. These small differences were not statistically significant.

In addition to the tests of main effects, tests of interaction were also conducted. The results of these tests of significance indicated that the effectiveness of the two types of methods was not a function of the achievement level of the students. As a result of these analyses, the conclusion is that the experimental and control groups did not differ in the level of their composition skills at the close of the experimental period.

In addition to the tests of main effects, tests of interaction were also conducted on the TAP and theme data. In both cases the F's were not significant, and thus the relative effectiveness of the two methods does not appear to be a function of the prior achievement level of the students.

The results of the analyses suggest that the experimental and control groups did not differ in their level of composition skills at the close of the experimental period. This finding is consistent with most of the prior research on the teaching of composition skills. Attempts at the high school and college level generally have been unsuccessful in altering student ability to write clear and concise compositions. From this point of view it can be concluded that the experimental method in the present study was no more and no less effective than the traditional method of teaching composition through the theme-assignment approach.

However, an alternative interpretation of the findings is possible. Since the use of the multiple-choice teaching tests requires much less time than theme writing on the part of the instructor and students, the method saves a relatively large amount of time that can be used in more effective ways.

The results of this study must be considered in light of the short experimental period. The study was conducted over a period of slightly more than 12 weeks, and as a result, one can only speculate on the effect of the experimental method if it were used over a longer period of time. One hypothesis could be that if the method were used for a full year, or longer, the impact of the test in exposing students to effective methods of expression would be more fully realized. However, a second and equally defensible hypothesis, would be that the detrimental effects of the experimental method did not have an opportunity to appear during the present study.

The experimental method was designed to be used as a supplementary activity in the teaching of composition skills, and as such, it could be incorporated into almost any basic method. The results of the present study suggest that no ill effects would result from such use. However, adoption of the teaching tests as a basic method could not be recommended unless favorable results are obtained from additional studies carried out over longer periods of time.

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# APPENDIXES

## Appendix A

## DIRECTIONS GIVEN TO PARTICIPATING TEACHERS

# THE UNIVERSITY OF KANSAS AND UNIVERSITY OF IOWA
# EXPERIMENT IN WRITTEN COMPOSITION

PURPOSE: to determine the extent of improvement in written composition among average students in 10th grade English by two methods: (1) writing and revising 5 themes during a ten-week period and (2) completing 8 weekly theme-writing exercises and writing one theme and revising it during a ten-week period.

DESIGN OF THE EXPERIMENT: In each of 7 different high schools (4 in Kansas City, Missouri, and 3 in Topeka, Kansas) 2 "average" classes in 10th grade English will be selected; that is, the classes will be neither accelerated nor remedial.

The experiment will begin by the administration of Form 1, "Test 2: Composition," of the Tests of Academic Progress, by the English teacher in each class participating in the experiment. This test will take 45 minutes of testing time and will require only one class period. The tests will be corrected by Houghton Mifflin Scoring Service, and each teacher will receive a report containing the standard score and percentile rank of each of his students.

The class in each school designated as the CONTROL GROUP will write 5 themes of whichever type the teacher of 10th grade English chooses. No more than 2 of the 5 should be letters. The order of presentation would be to write a theme or letter one week and follow with a revision of it no later than the week following. During the experiment, 5 and only 5 themes and/or letters should be written and revised. At the conclusion of the experiment, the students will again take Form 1, "Test 2: Composition," of the Tests of Academic Progress and also write an in-class theme which may be organized during one period and completed during the period following. The tests will again be scored by Houghton Mifflin Scoring Service and these final themes will be evaluated by three Professors of English at the University of Kansas.

The class in each school designated as the EXPERIMENTAL GROUP will complete a series of at least 8 theme-writing exercises, each of which will be given at the rate of one per week. Both the exercises and answer sheets will be furnished. Each exercise will consume no more than one class period and will be largely self-scoring so the student can find his own mistakes. In addition, the students will write one theme and revise it under the teacher's direction. The EXPERIMENTAL GROUP will take the same test at the beginning and at the end of the experiment as the CONTROL GROUP and will also write an in-class theme under the same regulations, and, these themes will be corrected by the same evaluators.

RESULTS: The experiment will attempt to answer 3 principal questions:

1. Will average students in 10th grade English improve significantly in writing ability over a ten-week period by writing 5 themes and/or letters and revising them?

2. Will average students in 10th grade English improve significantly in writing ability over a ten-week period by completing 8 theme-writing exercises and writing only one theme and revising it?

3. Which of the methods above, 1 or 2, will produce the greater gain in writing ability and is the difference between the two methods a significant one?

QUESTIONS: Write Dr. Oscar M. Haugh, 209 Baily, Kansas University, Lawrence, Kansas, 66044.

# SCHEDULE OF ACTIVITIES -- CONTROL GROUP

The purpose of the Control Group in the University of Kansas and University of Iowa Experiment in Written Composition is to discover, if possible, the extent of growth that takes place among an average group of 10th grade students in written composition as a result of writing 5 themes and revising them over a period of approximately 10 weeks. The plan of the experiment is as follows:

1. Have the students fill out the MRC Answer Cards during a class period in which the teacher will explain that on the day following they are going to take a new kind of test in written composition to determine the level of their writing skill. Do not mention that this is an experiment lest this knowledge prejudice the results of the test. See the sheet labeled "Directions for Filling Out Answer Cards for The Tests of Academic Progress."

2. The day following (or second day if need be) give the test, Form I, "Composition," of the Tests of Academic Progress. If any students were absent the day the MRC Answer Cards were filled out, the teacher should fill out cards for these students so every student will be able to start work on the test with a minimum of delay. The directions for the test will require about 5 minutes, and 45 minutes will be needed for taking the test. Choose a day in which there will be a minimum of 50 minutes of uninterrupted working time. See the sheet labeled "Directions for Administering Form I, Composition, of the Tests of Academic Progress."

3. Over the next ten-week period, the teacher should plan to have the students complete a total of 5 themes and revise them. The recommended schedule would be to write a theme one week and provide for a revision of it the next. This will give the teacher an opportunity to make whatever corrections are necessary and teach whatever lesson is desirable before the theme is revised.

For the purpose of this experiment, a theme would be defined as a written composition of at least 100 words. Thus, the writing of a well-developed paragraph could constitute one of the 5 theme assignments. Similarly, the students may write a friendly and/or business letter as part of the total of 5. However, to provide sufficient variety, no more than 2 letters or one single paragraph should be scheduled during the ten-week period. Thus, a minimum of 2 themes consisting of several paragraphs will be written in most classes since the students are supposedly average, and neither remedial nor accelerated. The teacher may plan these writing activities in any way that seems to fit in best with the work of the semester since the intention is not to make this one of intensive instruction in written composition. The purposes of the experiment will be best served if all of the writing is not concentrated at one time but spread out rather evenly over the ten-week period. Also, 5 and only 5 themes should be written and revised. The teacher of the Control Group obviously will be teaching other things during this period of ten weeks and will decide whether literature, grammar, usage, or even oral composition is to be provided along with writing and revising of the 5 themes.

If the teacher wishes, the experiment may be concluded during the tenth week by having the revision of theme 5 finished early, on the first day or second day. Then the standard test, which is explained in No. 4, could be given the next day. The in-class theme, which is explained in part 5 can also be given. The teacher may give the test and in-class theme during the next week, but probably not later than that.

4. After ten weeks have passed, Form I, "Composition," of the Tests of Academic Progress will be given again. The best procedure would be to have the MRC Answer Cards filled out in advance of the taking of the test so as to maximize the amount of time allowed for the examination. The procedure used under No. 1 above could be followed one day and the giving of the test would be scheduled for the day following after the manner described in No. 2 above.

5. In order to get another measure of the students' ability in written composition, an in-class theme is going to be given as soon as possible after Form I, "Composition," has been administered. The exact directions and titles to be used by the students will be furnished later to avoid any possibility of advance planning and experience that may prejudice the final result. The procedure will be to furnish the students with the titles one day in class and let them organize and plan the theme and start writing the rough draft. The theme must be finished in English class on the day following, when the theme will be recopied, revised, etc. In the time between these two writing periods, the student will leave his theme and materials with the English teacher. He will not be allowed to work on them outside of the English class away from the supervision of the English teacher. These are the themes which will be evaluated by three professors in the Department of English at the University of Kansas to determine the level of writing proficiency.

6. ABSENCES will always be a problem. Therefore, the teacher should stress the importance of attendance on the test days and the days the students work on the in-class theme. Point out to the students that the tests and in-class theme will have to be made up if they are absent. This explanation can be given on the day before the examination when the MRC Answer Cards are filled out. If a make-up period is necessary, schedule one within 2 days if possible. If a student misses the first test completely, he will be dropped from the experimental results, but it would still be advisable to have him take the test and write the in-class theme at the end of the experiment. Choose days for the final testing in which the loss of attendance is likely to be at a minimum. Obviously the more students who can take the beginning and ending tests and write the in-class theme the better.

7. QUESTIONS can be directed to Mr. Donald Dorrell for the Topeka teachers and to Mr. James Lawson for the Kansas City teachers. If serious problems develop, Dr. Haugh of the University of Kansas will be available to give assistance.

8. Neither teachers nor schools are going to be compared in this study, since the data for each of the two methods will be "pooled."

# SCHEDULE OF ACTIVITIES -- EXPERIMENTAL GROUP

The purpose of the Experimental Group in the University of Kansas and University of Iowa Experiment in Written Composition is to discover, if possible, the extent of growth that takes place among an average group of 10th grade students in written composition as a result of completing 8 exercises relating to the act of written composition and the writing and revising of one theme over a period of approximately 10 weeks. The plan of the experiment is as follows:

1. Have the students fill out the MRC Answer Cards during a class period in which the teacher will explain that on the day following they are going to take a new kind of test in written composition to determine the level of their writing skill. Do not mention that this is an experiment lest this knowledge prejudice the results of the test. See the sheet labeled "Directions for Filling Out Answer Cards for The Tests of Academic Progress."

2. The day following (or second day if need be) give the test, Form I, "Composition," of the Tests of Academic Progress. If any students were absent the day the MRC Answer Cards were filled out, the teacher should fill out cards for these students so every student will be able to start work on the test with a minimum of delay. The directions for the test will require 5 minutes, and 45 minutes will be needed for taking the test. Choose a day in which there will be a minimum of 50 minutes of uninterrupted working time. See the sheet labeled "Directions for Administering Form I, Composition, of the Tests of Academic Progress."

3. Over the next ten-week period, the teacher should plan her schedule as follows: The first week give Exercise 1. This is a shorter type of exercise than those which will follow, but it will give the students a chance to use the special "Self-Exam Trainer-Tester Answer Sheet." (See the page entitled "Directions to Students.") The students will need erasers when doing these exercises. While they are largely self-teaching, and constitute a kind of programmed learning, the teachers will want to supervise the period to note how the students are doing: whether they are following directions, whether they are having special difficulties, and whether they are cheating. The latter is the most serious, for if the child erases all 4 columns to find out the correct answer he will be learning nothing. Much self-learning and discovery can be achieved through these exercises, for the students can discover what is correct as well as which of the responses given in the exercises are wrong. The teacher should be ready to answer questions that the students may have, and, should welcome their asking questions because this will permit the teaching of an item that the exercise is designed to teach.

During the second week, Exercise 2 should be given, and the same plan of instruction followed as for Exercise 1 except that the students should be able to operate quite well on their own. This exercise is a bit more difficult, but there should be no problem, in finishing each exercise in a single period.

During the week a day should be chosen for the giving of Exercise 3, and this should be followed with Exercise 4 during the fourth week and Exercise 5 during the fifth week. During the other days of the week the teacher may give lessons in literature, grammar, usage, or even oral composition, depending upon the plan to be followed in the regular curriculum.

During the sixth week the teacher should plan to have the students write a regular theme. This should be a theme of several paragraphs containing no less than 100 words and probably around 300 words at the most. This theme may be written in class or outside of class as the teacher desires, and the topics will be decided by the teacher with or without discussing them with the pupils. The themes will be corrected and handed back during the seventh week, and if a lesson or two is needed as follow-up, it may be given. The students should also have the experience of revising this theme on the basis of the teacher's evaluation. During the eighth week, one day will be set aside for Exercise 6, as will one day be set aside for Exercise 7 during the ninth week, and one day for Exercise 8 during the tenth week. The teacher may give Exercise 8 early enough in the tenth week so that the final test explained in No. 4 and the in-class theme explained in No. 5 can also be given. This may be a good way to complete the experiment, although the teacher may give the test and in-class theme during the next week, but probably not later than that.

4. After ten weeks have passed, Form I, "Composition," of the *Tests of Academic Progress* will be given again. The best procedure would be to have the MRC Answer Cards filled out in advance of the taking of the test so as to maximize the amount of time allowed for the examination. The procedure used under No. 1 above could be followed one day and the giving of the test would be scheduled for the day following after the manner described in No. 2 above.

5. In order to get another measure of the students' ability in written composition, an in-class theme is going to be given as soon as possible after Form I, "Composition," has been administered. The exact directions and titles to be used by the students will be furnished later to avoid any possibility of advance planning and experience that may prejudice the final result. The procedure will be to furnish the students with the titles one day in class and let them organize and plan the theme and start writing the rough draft. The theme must be finished in the English class on the day following, when the theme will be recopied, revised, etc. In the time between these two writing periods, the student will leave his theme and materials with the English teacher. *He will not be allowed to work on them outside of the English class away from the supervision of the English teacher.* These are the themes which will be evaluated by three professors in the Department of English at the University of Kansas to determine the level of writing proficiency.

6. ABSENCES will always be a problem. Therefore, the teacher should stress the importance of attendance on the test days and the days the students work on the in-class theme. Point out to the students that the tests and in-class theme will have to be made up if they are absent. This explanation can be given on the day before the examination when the MRC Answer Cards are filled out. If a make-up period is necessary, schedule one within 2 days if possible. If a student misses the first test completely, he will be dropped from the experimental results, but it would still be advisable to have him take the test and write the in-class theme at the end of the experiment. Choose days for the final testing in which loss of attendance is likely to be at a minimum. Obviously the more students who can take the beginning and ending tests and write the in-class theme the better.

7. QUESTIONS can be directed to Mr. Donald Dorrell for the Topeka teachers and to Mr. James Lawson for the Kansas City Teachers. If serious problems develop, Dr. Haugh of the University of Kansas will be available to give assistance.

8. Neither teachers nor schools are going to be compared in this study, since the data for each of the two methods will be "pooled."

## DIRECTIONS FOR ADMINISTERING FORM I, "COMPOSITION," OF THE TESTS OF ACADEMIC PROGRESS

Be sure that the students have a period at least 50 minutes in length, 5 minutes for getting ready and 45 minutes for the test. First see that all desks are cleared and that each student has a soft black lead pencil and an eraser. (Note: pens and ball points are not allowed!)

Pass out the MRC cards that were filled out the day before so that each student has his own. For those who were absent, give them a card in which you have printed their names in the proper spaces as the other pupils did the day before. Pass out the test booklets and say:

"Look at page 2 in your test booklet." (Pause) "Find the section, Marking Your Answers to Exercises, and read this information silently while I read it aloud. As you read these directions, change the word sheet to answer card. We must do this because we are using answer cards instead of answer sheets."

"Marking Your Answers to Exercises. This test booklet is to be used by students in grades 9 through 12. You will work on some exercises in this test, but never on all of the exercises. At the beginning of this test there is a table which indicates the exercises your grade is to answer. All of your answers are to marked on the answer card.

"The exercises in the Tests of Academic Progress are multiple-choice--each exercise is followed by a list of possible answers. For each exercise in this booklet there is a corresponding row of numbered answer spaces on the answer card. You should read an exercise and decide which answer is correct or clearly better than the others. Then blacken the space on the answer card which corresponds to the answer you have chosen. As you mark your answers, remember these points:

"1. Be careful that your mark is placed in the row with the same number as the exercise you are answering.

"2. Make the mark large enough to fill the answer space but do not let the mark go outside the space. The marks do not have to be neat but they must be dark. A soft pencil should be used.

"3. Mark only one answer space in each row. If you change your mind about an answer, thoroughly erase your first mark.

"4. Do not write on the test booklet, and do not fold or bend your answer card."

"Earning Your Best Score. Some students earn lower scores on tests than they should earn, simply because they do not take the tests in the most efficient manner. The information below is provided to help you earn your best score. As you take the test, remember these points:

"1. If you are not absolutely sure about the answer to an exercise, but think you know the correct answer, mark your choice. However, if you have no idea whatsoever about the answer, omit the exercise on the answer card.

"2. There are some exercises on the test which you may not be able to answer. Do not linger on difficult exercises; omit these and go on to easier ones. You may return to omitted exercises at the end of the test if there is time remaining. You will earn your best score if you attempt all of the exercises for which you think you may know the answers.

"If you have questions about how to take the test, your teacher can help you. "DO NOT START TO WORK UNTIL YOU ARE TOLD TO DO SO."

"Do you have any questions?" Answer questions which students ask.

"The purpose of this test is to find out how well you can write and organize various types of compositions. The test contains selections which are followed by exercises. You should read an entire selection before answering any exercise, but you may look back at the selection as often as necessary. When you are asked about a line or part of a line, you should study the way this part relates to the lines before and after it. Sometimes you will be asked to choose the best way to write a certain number of words from the selection. The correct answer will not necessarily contain the same number of words. After reading the selection, read each exercise to decide which answer is correct or clearly better than the others. Then, mark the answer space on the answer card which corresponds to the answer you have chosen. Study the sample at the right. It is an example of the selections and exercises you will find on the test." (Pause) "You will have 45 minutes for this test."

"If you finish early, you may check your answers. Then, close the test booklet, turn your answer sheet over, and sit quietly until the end of the test is announced. Now look at the table at the end of the directions. Turn to page 6 and begin with exercise 23." (Pause) When you are ready to start, say: "Turn to page 6. Ready, you may begin."

Start your stopwatch, or set your wristwatch on an even hour. Also note the time on the wall clock, and jot it down. Allow only 45 minutes. Circulate among the students to make certain that they have started with the correct exercise and are marking their answers correctly. If any students finish extremely early, check to be certain that they have worked to the end of the test, exercise 92 on page 11.

After the students have worked 45 minutes say:

"Stop. Close your test booklet and turn your answer card over. This completes our testing session. Sit quietly while the test booklets and answer cards are collected."

## DIRECTIONS FOR FILLING OUT ANSWER CARDS FOR THE TESTS OF ACADEMIC PROGRESS

THE DAY BEFORE the test is to be given, have the students fill out the "MRC Card" that is going to be used. Require that they use a soft black lead pencil - No. 2 or softer - and an eraser. Pens and ball points must NOT be used. Have a supply of extra pencils on hand.

After passing out the cards to the students, say: "You are going to mark your answers for a test that you are going to take tomorrow on the answer card that I have given to you. On one side of your answer card, near the bottom, are some blank spaces in which you are to print the name of your school, your teacher's name, and the grade in which you are presently enrolled. On both sides of the card are spaces for marking your answers to the test questions. Look at the side of the card that has the spaces for filling in the name of your school, and the other requested information." (Pause) "We shall now fill in these spaces."

Have the pupils fill in the blank spaces, calling attention to each in turn, and telling them precisely what to print in each space. After they have finished filling in the information blanks, say:

"Your answer card will be scored by a machine. This machine will also read and copy your name from the card. To make this possible, you must mark your name in a special way on the Name Block on the answer card. Turn your answer card on its side so that the Name Block appears on the left-hand side of the card. Notice the row of boxes across the top of the Name Block. Now follow these directions:

"Beginning with the first box in the row of boxes across the top of the Name Block, print your last name, making sure to place each letter of your name in a separate box." (Pause) "When you have completed printing your last name, skip one box and print your first name." (Pause) "Now skip one box and print your middle initial." (If any pupil's name requires more than the allotted number of boxes, have the pupil print his last name fully, then skip one box and print as much of his first name as the spaces will allow.)

"Now we will mark the letters in the ovals below your name. Begin with the first letter of your last name. Find this same letter in the alphabet printed in the column directly below it. Make a round heavy mark in the oval containing this letter. Make your mark large enough to fill the oval completely, but do not go into other ovals." (Pause) "Now find the second letter of your name in the second alphabet column and fill in that oval." (Pause) "Do the same for each letter of your name. Be sure to make heavy black marks. Make each mark cover the letter in the oval. If you make a mistake, erase it carefully. There is a blank (empty) box between your first and last name, also between your first name and middle initial. Fill in the blank oval located directly below each empty box. If there are any blank boxes after your name, fill in the empty oval below each of these boxes. If you have any questions about marking your name, raise your hand and I will help you."

Circulate among the pupils giving help where needed. Collect the cards and explain that they will be given to the pupils the next day along with the test booklets.

## Appendix B

## DIRECTIONS FOR WRITING THE IN-CLASS THEME

# DIRECTIONS FOR WRITING THE IN-CLASS THEME

Today and tomorrow you will have the opportunity to show how well you can write a theme entirely on your own. Follow the directions carefully so that you can do your best. The theme you write is going to be judged by three different people, all of whom are exceptionally skillful in marking themes.

So that everyone's theme can be judged by similar standards, all students are being asked to write upon topics that are related to each other. The general subject is "Vocations." Certainly everybody has some ideas about this general topic. What do you want to be when you finish school? If you know someone who is very successful, or a dismal failure, you may write about this person, explaining why he succeeds or fails in his work. You could even compare and/or contrast two vocations. How about playing a professional sport vs. coaching it? Or working as a home economist or teaching home economics or being a writer on home economics for a newspaper or magazine? So, you see, there are many ways to develop this topic.

Part of your job is to choose a good title. Maybe you will want to call it "The Job I Would Like to Have" or, "A Job That I Don't Want."

First of all, do some thinking about vocations. Decide what you would probably like to write about and then start jotting down you ideas. After you have put down a number of them, try to relate them to each other and see if you can observe any kind of an outline taking shape. Maybe you will discover that you don't want to develop the topic this way. Then you'll have to start over and keep thinking until you have an idea that you can develop into a theme of at least 200 words.

After you have your outline in mind, start to write. Many students find that by writing their first draft on alternate lines that it is then easy to insert material. If you don't know how to start, begin with the best idea you can because you can always add a beginning after the first draft is finished.

After you have finished your first draft, read it over carefully. Is it clearly organized? Should the order of some of your paragraphs be changed? Should some material be left out because it doesn't fit well? Should something be added? Do you need to change your beginning or ending? After you have finished checking your first draft, read it over carefully to see that you have corrected all mistakes in spelling, capitalization, and punctuation.

Some students will not finish all of this before the end of the period. Don't let that worry you because you may have your English period tomorrow to finish your work. You are not supposed to take your work home with you----this is an in-class theme. You must leave all of your papers with your teacher and he/she will give them back to you tomorrow.

By the end of the second period you should have copied over your first draft and should try to correct every error. When you finish your paper, give it to your teacher. Use the following heading in the upper right hand corner to identify your theme.

Your Name
Name of your High School
Your teacher's name

If you finish early, you should check with your teacher to see what he/she would like to have you do. Good luck--write the best theme that you can.

# Appendix C

# A DESCRIPTION OF PROCEDURES USED IN GRADING CRITERION THEMES

## Procedures Used in Grading Criterion Themes

The in-class themes used as a criterion measure at the end of the experiment were assigned a numerical value on a scale extending from 1 to 8, with 1 being the lowest score possible. Theme evaluators kept the following general distribution in mind:

| Poor | Fair to Good | to Very Good | Excellent |
|---|---|---|---|
| 1 2 | 3 4 | 5 6 | 7 8 |
| (about 15%) | (about 35%) | (about 35%) | (about 15%) |

In reading a theme, the evaluator first had to decide whether it belonged in the upper half (5-8) or the lower half (1-4). After this decision was made, the next step was to decide in which quarter the paper belonged, for example, if it were in the lower half, he would have to decide whether it belonged in the lower quarter (1-2) or the one above (3-4). Finally, the third step was that of deciding which of the two numerical values best applied, as 1 or 2, if it were placed in the lower quarter.

The procedure outlined above was chosen for it clearly prevents the evaluator from giving the "average" grade, such as 5 on a 9-point scale. The practice of regressing toward the mean often occurs when an evaluator is grading a considerable number of papers. In this scale of rating, the evaluator has to determine whether a "4" or a "5" is the more accurate for the "average" theme.

In evaluating a theme, both "content" and "mechanics" were considered. "Content" included the following: how convincingly the assigned topic was discussed, how well the central idea was supported, how well it was organized, how well unified, and how well expressed. "Mechanics" included such items as errors in spelling, punctuation, capitalization, grammar, and usage.

A theme which received a grade of "8" rated excellent in "content" and had few if any errors in "mechanics." A theme ranked "7" similarly had few if any errors in "mechanics" but was not quite equal in "content" to one ranked "8." At the opposite end of the continuum, a rank of "1" denoted a theme that failed completely both in "content" and "mechanics." One ranked "2" was not a complete failure, but it obviously had serious weaknesses.

The two middle groups, 3-4 and 5-6, often presented problems in differentiation. Of the two basic divisions, "content" was considered to be more important than "mechanics." A paper would be more likely to be rated "6" than "5" or "4" than "3" if the "content" were better than the "mechanics." Ordinarily, "content" and "mechanics" went hand in hand, but there were occasional papers which seemed to be strong in one and weak in the other. Such papers were the ones upon which evaluators were most likely to disagree.

In order to maximize similarity of standards, the three evaluators began by rating a group of 5 themes picked at random and then compared their ratings. After doing this three times, with a different group of themes each time, the evaluators reached a point of close agreement. It was at this time that they felt ready to evaluate the themes independently.

# Appendix D
# EXERCISES USED IN EXPERIMENTAL CLASSES

## DIRECTIONS TO STUDENTS

This semester you will be taking some exercises that are related to the skills of writing various types of compositions. The exercises appear to be the same as tests, but they are not. They are practice exercises containing errors that students frequently make when they are writing themes, letters, etc. As you correct the errors, you will see how the compositions can be improved.

Even though the exercises are not tests, you will go through some of the same steps that you do in taking a test. You will be given questions and some possible responses to the questions. Your choice of responses will be indicated on a special kind of answer sheet that is probably different from any you have used. It is called a TRAINER-TESTER. Instead of writing your answer or blackening an oval, you indicate your answer by erasing the black ink in the rectangle corresponding to the answer you wish to choose. Under each rectangle of ink there is a letter printed, and when you have erased sufficiently, you will see the letter. The letter, "T," means that the answer you have selected is correct. If a different letter appears, you were not correct and you should select another answer. You should continue to select answers until the T does appear. As soon as you have selected the correct answer, as indicated by the appearance of T, you should proceed to the next question. The purpose of the TRAINER-TESTER is to let you know the correct answer to a question before you work on another question.

A practice exercise will help you to learn how to use the TRAINER-TESTER. Consider this question, but do not indicate an answer yet.

25. How should the underlined word in the sentence below be written?
    On Friday the students took there books home for the weekend.

    a. As it is.
    b. their
    c. they're
    d. they are

Assume that you think the answer is a. "As it is." Now, in row number 25 erase the ink in the column headed a, and then continue reading below.

As you see, the letter, "H," appeared. Thus, this is not the correct answer. Therefore, look back at the exercise and select a different response. This time select b and erase the ink in that rectangle on line 25. As you see, T appears and this is the correct answer.

Each answer sheet will be used on four days. On the first day that you take one of the practice exercises you will use the first part of the answer sheet. On the second day that you take an exercise, you will start with number 31 on the answer sheet. (The questions will be numbered to assist you in keeping track of where to mark your answers.) On the third exercise day you will start with number 61, and on the fourth exercise day with number 91. On the day of the fifth exercise you will start with number 1 on a new answer sheet.

If you have any questions about the use of the TRAINER-TESTER, you should ask your teacher at this time.

## Exercise 1

Directions: The following material is an exercise in letter-writing. Read the entire selection before beginning the questions. When you are asked about a line or part of a line, you should study the way that part relates to lines before and after it as well as to the exercise as a whole. The changes made by answering the questions correctly will substantially improve the material, but not necessarily correct all of the faults.

1 1325 Grove Ave.
2 Tucson, Ariz.
3 July 8, 1967

4 Dear Cathy:

5 It was sure great to visit with you at the lake over
6 the 4th. It was really great of you to ask me.

7 It seems just like ages and ages since school was
8 over and I thought it was going to be a long, hot
9 summer for sure. But it was so "cool" at the lake
10 with you that I think I can last until our vacation
11 in August now.

12 Thank your mom & dad for me for everything. Teaching
13 me to water-ski. Taking us to the fireworks show and
14 all those great picnics. Your mom's truly the greatest,
15 as cooks go.

16 Do you remember me telling you about the new boy who
17 moved in down the street? Well! When I got home,
18 guess who our new paper-boy is? That's right --
19 he's it. We may become faster acquainted than I
20 had thought.

21 Say "hello" to all the kids I met at the lake. And
22 thanks again for absolutely the GREATEST 4th of July
23 ever.

24 Love;

25 Julie

## Exercise 1

1. How should line 1 be written?
   a. As it is.
   b. 1325 Grove Ave.,
   c. 1325 Grove Avenue
   d. 1325 Grove Avenue,

2. How should line 2 be written?
   a. As it is.
   b. Tucson, Arizona
   c. Tucson, Arizona,
   d. Tucson Arizona,

3. How should line 3 be written?
   a. July 8th, 1967
   b. July 8; 1967
   c. July 8, 1967.
   d. As it is.

4. How should line 4 be written?
   a. As it is.
   b. Dear Cathy,
   c. Dear Cathy;
   d. Dear Cathy--

5. Which of the following is the BEST revision of line 5 from the word it to you?
   a. It was such fun visiting you
   b. It was surely great visiting you
   c. It was really grand to visit you
   d. It was surely nice to visit with you

6. Which is the best way to write the second sentence in the first paragraph (line 6)?
   a. Leave it as it is.
   b. It was real great of you to ask me.
   c. I am so happy you invited me.
   d. It was so nice, sweet, and thoughtful of you to ask me.

7. Which is the best way to improve the sentence structure in the second paragraph?
   a. Put a comma after But.
   b. Put a period after over and eliminate and, making three sentences.
   c. Put a comma after sure, making it all one sentence.
   d. Leave out the word But.

8. How should the first 9 words of line 12 be written?
   a. As it is.
   b. Thank your Mom and Dad for me for everything.
   c. Say "Thank you" to your Mother and Father for their many courtesies.
   d. Tell your mom and dad thanks for everything.

Exercise 1, cont.

9. What mark of punctuation should follow everything in line 12?
   a. a period
   b. a comma
   c. a semicolon
   d. a colon

10. How could the words Teaching (line 12) through show (line 13) be most improved?
    a. Remove the capital letters from Teaching and Taking.
    b. Put commas after water-ski and show.
    c. Both of the above.
    d. None of the above.

11. How should the words starting line 14 be written to finish the sentence properly?
    a. all those great picnics.
    b. giving all those great picnics.
    c. they gave us all those great picnics.
    d. their providing the food for the picnics.

12. Which of the following is the LEAST acceptable way to write the sentence beginning with Your on line 14?
    a. As for cooking, your mom's the greatest.
    b. Your mom's the greatest cook.
    c. Your mom is a great cook.
    d. As it is.

13. How should the first 5 words in line 16 be written?
    a. Do you recall how I told
    b. As it is.
    c. Do you recollect me telling
    d. Do you remember my telling

14. Which change would improve the first part of line 18?
    a. Change who to whom.
    b. Change our to my.
    c. Change paper-boy to paper boy.
    d. Change is to was.

15. What change, if any, should be made in the first two words, he's it, on line 19?
    a. he stops at our house twice a day.
    b. he's the one.
    c. He's IT!
    d. No change is needed.

16. How should become faster acquainted in line 19 be written?
    a. As it is.
    b. get along sooner
    c. become faster acquaintances
    d. become acquainted faster

2

17. What is the best way to begin line 21?
    a. Leave it as it is.
    b. Say "hi"
    c. Say hello
    d. Say Hi

18. What change, if any, should be made in all the kids in line 21?
    a. everybody
    b. all the swingers
    c. all that
    d. No change is needed.

19. How should the sentence beginning with And in line 21 be written?
    a. Thanks again for the GREATEST 4th of July ever.
    b. Thank you so much, Cathy, for the most wonderful 4th of July that I can remember.
    c. My mother thanks you, my father thanks you, and I thank you, -- -- for the best 4th of July ever.
    d. As it is.

20. How should line 24 be written?
    a. Love,
    b. Love --
    c. love,
    d. As it is.

## Exercise 2

**Directions:** The following material is the rough draft of a one paragraph exercise. It has been "scrambled" into two and three sentence segments which are lettered. The lines are numbered consecutively to simplify reference to them. Read the entire selection before beginning the questions. In this way you will get the general idea of the paragraph even though it is out of order.

A 1 To make the situation worse, they played at this
2 exclusive country club. With caddies, even.
3 Well, things did not go any better than he
4 thought they would.

B 5 My Dad likes to tell bout the most funniest
6 thing. It happened to him once when he played
7 golf. This is the way it goes.

C 8 And since the weather was pretty hot, the poor
9 caddy, carrying that heavy bag, was wearing out
10 pretty fast. It wasn't until the 15th hole
11 that his luck changed.

D 12 Dad was on business in an eastern city and had
13 to stay over the weekend and was asked to play
14 golf on Sunday. Well he don't play too good
15 and he told them this. But they said to come
16 along anyways.

E 17 He got a straight drive; made a straight second
18 shot; and landed the third right in the middle
19 of the green. The caddy was obviously as sur-
20 prised and pleasured as my Dad. And now comes
21 the punch:

F 22 He hooked his drives one direction and then
23 sliced them the other. Except when he dribbled
24 one a few feet. On a 250 yd. hole he guessed
25 that he and the caddy walked almost 1500 ft.

G 26 When Dad handed the caddy his iron and the
27 caddy handed him the putter, Dad automatically
28 said thanks. With a weary sigh of relief,
29 the caddy replied, "Thank YOU!"

## Exercise 2

31. Which sentences should begin the paragraph?
    a. C
    b. D
    c. B
    d. E

32. Which sentences should follow D?
    a. E
    b. A
    c. F
    d. C

33. Which sentences should follow F?
    a. B
    b. C
    c. E
    d. G

34. Which sentences should precede E?
    a. A
    b. F
    c. B
    d. C

35. Which sentences should precede G?
    a. A
    b. B
    c. E
    d. F

36. Which of the following changes would improve lines 1 and 2?
    a. Change this in line 1 to an.
    b. Change club. With in line 2 to club, with.
    c. Omit even and put a period after caddies in line 2.
    d. All of the above.

37. Which of the following would make a good substitution for the sentence in lines 3 and 4?
    a. As it turned out, Dad's golf game lived up to his worst fears.
    b. You wouldn't believe how badly he played.
    c. Either of the above.
    d. Neither of the above.

38. Which of the following words in line 5 is correct?
    a. Dad
    b. likes
    c. bout
    d. funniest

39. Which of the following BEST improves and combines the first two sentences in B?
    a. My Dad likes to tell about the funniest thing that happened to him once playing golf.
    b. Dad tells about a most funny thing that happened to him once when he played golf.
    c. My dad likes to tell a most funny story; that happened to him once when he played golf.
    d. My dad likes to tell a very funny story which once happened to him.

40. Should the sentence beginning with This in line 7 be left out?
    a. Yes, because it is too short.
    b. Yes, because it doesn't add anything.
    c. No, because it is a good transition.
    d. No, because it explains that what follows really happened.

41. How should the first part of line 8 be written?
    a. And since the weather was rather hot,
    b. Since the weather was quite hot,
    c. Since the weather was pretty hot,
    d. As it is.

42. Which of the following changes would most improve lines 9 and 10?
    a. Change caddy to boy who was caddying.
    b. Insert who was before carrying.
    c. Change wearing out pretty fast to tiring rapidly.
    d. Omit the commas after caddy and bag.

43. To whom does his in line 11 refer?
    a. Dad, and his should be changed to Dad's to make it clear.
    b. Dad, and his is clear as it is.
    c. The caddy, and his should be changed to the caddy's to make it clear.
    d. The caddy, and his is clear as it is.

44. Which of the following would improve the sentence Dad . . . Sunday on lines 12-14?
    a. Make it into three sentences.
    b. After the first and put since he had to stay over the weekend, he was asked to play golf on Sunday.
    c. Put commas after city and weekend.
    d. Change weekend and to weekend; he.

45. What change, or changes, would improve line 14?
    a. Omit the word well.
    b. Change don't to doesn't.
    c. Change good to well.
    d. All of the above.

46. Which is the best way to express the idea in lines 14-16 from well to anyways?
    a. Leave the sentences as they are.
    b. Dad told them he didn't play at all well, but they said he should come along anyway.
    c. Dad said he didn't play well; but they said come along anyway.
    d. Since dad doesn't play well he told them all about his terrible golf game, but they told him he could still come along for kicks.

47. Which of the following would improve the sentence beginning on line 17?
    a. Change the semicolons to commas.
    b. Make it into 3 sentences.
    c. Add and after drive;
    d. Delete the semicolons and add and after drive.

48. Which of the following is the best improvement of the sentence beginning on line 19?
    a. The caddy obviously was so surprised and pleasured, like my dad.
    b. The caddy was obviously as surprised and pleased as my dad.
    c. The caddy was obvious about being surprised--and he was as pleasured as my dad.
    d. Obviously, the caddy was as surprised, and pleased as my dad.

49. How should And now comes the punch: in lines 20 and 21 be treated?
    a. No change is needed.
    b. Omit it entirely.
    c. Change the colon to an exclamation point.
    d. Substitute Then came the laugh.

50. Which of the following best improves the sentence beginning in line 23?
    a. Change Except when to Sometimes.
    b. Join it to the preceding sentence with a dash.
    c. Change dribbled to hit.
    d. Change Except when to Unless.

51. Which of the following would best improve the sentence beginning on line 24?
    a. Change he guessed that to the beginning of the sentence.
    b. Change yd. to yard and 1500 ft. to 500 yards.
    c. Add a comma after hole.
    d. All of the above.

52. Where is the best place to put With a weary sigh of relief (line 28)?
    a. Where it is.
    b. After "Thank YOU!"
    c. After caddy.
    d. After replied.

## Exercise 3

**Directions:** Some or all of the following sentences can be rewritten and organized into a 150-200 word theme on the topic, "A Recent Experience." Read through all of the sentences before you begin on the questions that follow.

A 1 Such a crowd of people, mostly
2 teenagers, you wouldn't believe they
3 could fit into 2 coliseums.
4 Finally, we all got in, alright,
5 but there wasn't room to move,
6 after we sat down.

B 7 Last week a friend of mine
8 says he has an extra ticket.
9 So I says: sure, I'll go.

C 10 The Beatles started to play
11 and sing I guess. It looked
12 like it. But I only heard them
13 once in awhile since all the
14 noise didn't stop until they finished the performance.

D 15 It was Friday night at the coliseum
16 when we got there, we thought early.
17 Until we saw the crowd.

E 18 If you never of gone to a Beatle's concert
19 you don't know what your missing.

F 20 I like the Beatles so well as
21 anybody can tell I'm a fan.

G 22 If you ever get the chance, to go to
23 a concert by the Beatles, take my advice
24 and stay home and listen to their
25 records, instead.

H 26 But when the Beatles came out on
27 the stage, there was such yelling,
28 people screaming and jumping
29 up and down. I decided
30 that's the only way anybody
31 could move, when some were
32 standing up.

I 33 My friend said they're great
34 and I'll take his word for it.

## Exercise 3

61. Which sentence, or sentences, would you use to begin the theme?
    a. B
    b. E
    c. F
    d. I

62. Which sentence, or sentences, would you use to close the theme?
    a. G
    b. D
    c. C
    d. A

63. Which of the following would logically follow the sentence, or sentences, in A?
    a. E
    b. F
    c. G
    d. H

64. Which of the following would logically follow the sentence, or sentences, in C?
    a. A
    b. F
    c. G
    d. I

65. Where would be the best place to put the 7 words Such a crowd of people, mostly teenagers, in lines 1-3?
    a. Leave them as they are.
    b. after fit
    c. after coliseums
    d. after believe

66. Which of the following changes should be made in line 4?
    a. Change we all to they.
    b. Omit the commas after in and alright.
    c. Put a semicolon after alright.
    d. Omit alright.

67. What change, if any, should be made in line 5?
    a. Make no change.
    b. Omit the comma after move.
    b. Change there to their.
    d. Change but to except.

68. Which is the best way to write B?
    a. Leave it as it is.
    b. Last week, a friend of mine says he has an extra ticket; so I says, "Sure, I'll go."
    c. Last week a friend of mine says he has an extra ticket. So, I said, "Surely, I will go."
    d. Last week a friend of mine said he had an extra ticket, so I said, "Sure, I'll go."

69. How should line 11 be changed?
    a. Put a period after sing and a semicolon after guess.
    b. Add a comma after sing.
    c. Add a semicolon after sing and a comma after guess.
    d. Omit I guess.

70. In line 12, how should it. But be written?
    a. As it is.
    b. it; but
    c. it, but
    d. it — but

71. What change should be made in line 13?
    a. Change since to because.
    b. Change since to as a result.
    c. Change once in a while to occasionally.
    d. Change once in awhile to infrequently.

72. What change should be made in line 14?
    a. Change until to while.
    b. Change noise to racket.
    c. Change didn't stop to continued.
    d. All of the above.

73. Which is the best way to write D?
    a. We went Friday night to the Coliseum and when we got there we thought we were early, before we saw the crowd.
    b. Arriving at the Coliseum early Friday night, we thought we were early until we saw the crowd.
    c. It was Friday night at the Coliseum. We got there, we thought, early; until we saw the crowd.
    d. Leave it as it is.

74. What change, or changes, should be made in line 18?
    a. Change of to have.
    b. Change Beatle's to Beatles'.
    c. Add a comma after concert.
    d. All of the above.

75. What change, or changes, should be made in line 19?
    a. Make no change.
    b. Change know to recognize.
    c. Change what to WHAT.
    d. Change your to you're.

76. How should F be changed?
    a. Place a period after anybody and omit the last 5 words.
    b. Change as to that.
    c. Omit so.
    d. Change so to as.

77. What changes, if any, should be made in G?
    a. Change and listen to listening.
    b. Omit the comma after records.
    c. Omit the commas after chance and records.
    d. Omit to go to a concert by the Beatles.

78. How should the sentence from line 26 to line 29 be rewritten?
    a. When the Beatles came on stage, almost everyone started screaming and jumping up and down.
    b. When the Beatles came out, there was yelling and screaming, and people jumping up and down.
    c. Omit such.
    d. Omit But and start the sentence with When.

79. What change, or changes, should be made in the sentence from line 29 to line 32?
    a. Leave it as it is.
    b. I decided that's the only way anybody could move -- somebody would have to stand up.
    c. I decided that the only way anybody could move was when somebody had to stand up.
    d. Put a period after move and add Some people would've had to remain standing.

80. Which is the best way to write line 33?
    a. Leave it as it is.
    b. My friend said that they were great,
    c. My friend said, "they're great,"
    d. My friend said, "they were great!"

81. How should this theme be paragraphed?
    a. Leave as one paragraph.
    b. Start a second paragraph with A.
    c. Start a second paragraph with A and the third one with C.
    d. Start a second paragraph with D, a third one with A, and the last one with F.

82. Which sentence could be left out of the theme because it contributes so little to it?
    a. I
    b. F
    c. D
    d. B

83. What would be the best title for this theme?
    a. I Should Have Stayed Home
    b. A Night with the Beatles
    c. What a crowd!
    d. I stood in Line

## Exercise 4

Directions: The following material represents the first draft of a theme written by a student. Read the entire selection before beginning the questions. The changes made by answering the questions correctly will improve the grammar and organization of the paper but not necessarily correct all of the faults. The lines are numbered and sections are lettered to simplify reference to them.

### Why I Like to Take Tests

A 1 One of the most fun things about school is
2 the chance to take tests. I like this very much.
3 I look forward to the middle of the semester and
4 the end of the semester. Because then we get to
5 take lots of tests.

B 6 I know that a lot of kids in my class will
7 think I am nuts to say what I did above. The
8 purpose of this theme is to explain my obvious
9 unusual regard for tests. I hope to accomplish
10 the impossible . . . . to show why kids should
11 enjoy taking tests.

C 12 The reason why we go to school is to learn
13 something. We go to class, read in the textbook,
14 enter into discussions in class, and do homework,
15 and lots of other things. But we do all these
16 related things just as a way of learning something.
17 Then, when we take a test we find out how good we've
18 done. That's one reason I like to take tests: to
19 find out how good I've done. Another reason I like
20 to take tests is that it's fun to work hard and
21 get your expectations all built up and then find
22 out your score on the test.

D 23 It's a little like how when we were kids
24 losing teeth we wiggled one even if it hurt.
25 Taking tests is exciting, specialy the two
26 after affects -- the relief when they're over and
27 the satisfaction from doing something your
28 afraid of.

E 29 The third and less important reason is that
30 I do good on tests and it makes me feel good to
31 find out how good I really am.

F 32 I think all students should like to take tests,
33 and I wish teachers would give them more often.

G 34 P.S. Once in a while I don't do so hot on a test,
35 but I don't really mind because someone else
36 usually does worst and then I know where I stand
37 and what to study that I thought I knew, but didn't.

## Exercise 4

91. How should line 1 be rewritten?
a. One of the most enjoyable things about school is
b. The best thing about school is
c. One of the most interesting things about school are
d. One of the best aspects of school are

92. Which is a good substitute for the chance to take tests in line 2?
a. the taking of tests
b. the opportunity to take tests
c. Either of the above.
d. None of the above.

93. In line 2, which of the following statements best describes the short sentence I . . . much?
a. It is a complete sentence and should be left as it is.
b. It should be connected to the first sentence after an and.
c. It adds emphasis to the first sentence.
d. It is unnecessary and should be removed.

94. Which of the following changes in line 3 would best improve the sentence in lines 3 and 4?
a. Insert to after the word and.
b. Leave out of the semester.
c. Insert both after the word to and leave out of the semester.
d. Insert both after to and to after and.

95. Which of the following changes would most improve the sentence beginning in line 6?
a. Change a lot of kids in my class to most of my classmates.
b. Change nuts to crazy.
c. Change say what I did above to like tests.
d. All of the above.

96. What change, if any, should be made in semester. Because in line 4?
a. No change is needed.
b. semester because
c. semester, because,
d. semester; because

97. How should obvious unusual regard for tests in lines 8 and 9 be changed?
a. obviously unusual regard for tests
b. obvious regard for tests
c. obvious unusual preference for tests
d. unusually obvious regard for tests

98. Which is the best way to write line 10?
a. No change is needed.
b. the impossible: to show why students should
c. the impossible -- to show why students should
d. the impossible. To show why kids should

99. Which of the following is the best reason for omitting why in line 12?
    a. The word why is unnecessary after The reason.
    b. The word why should be used only in a question.
    c. The word why is not a subject.
    d. All of the above.

100. Why should enter into discussions in class in line 14 be changed to discuss in class?
    a. The parallel parts of the sentence consist only of an action verb followed by a short word or phrase.
    b. The word enter should be a transitive verb.
    c. Listening to the discussion is as important as entering into it.
    d. All of the above.

101. Which of the following would correct the major fault of lines 15 and 16?
    a. Change things. But to things, but.
    b. Omit all of line 15 and change line 16 to read as ways of learning.
    c. Omit But and related things and change we to We.
    d. Any of the above.

102. What change, if any, is needed in the punctuation of the sentence beginning on line 17?
    a. Omit the comma after Then and add a comma after test.
    b. No change is needed.
    c. Omit the comma after Then.
    d. Add a semicolon after test.

103. What word, or words, are used incorrectly in paragraph C?
    a. things in lines 15 and 16
    b. like in lines 18 and 19
    c. good in lines 17 and 19
    d. All of the above.

104. In which sentence is there a change of person, from first to second?
    a. lines 3 to 5
    b. lines 6 to 7
    c. lines 19 to 22
    d. lines 25 to 28

105. How should the sentence beginning Another reason (lines 19-22) be treated in a rewriting of this theme?
    a. Change is to is:
    b. Change hard and to hard; you
    c. Move the whole sentence from the end of paragraph C to the beginning of paragraph D.
    d. Leave it as it is.

106. How should the sentence in lines 23-24 be treated in this rewriting?
    a. It should be left as it is.
    b. It's a little like how should be changed to It reminds me of.
    c. When we were kids losing teeth should be set off from the sentence by a comma.
    d. It should be omitted from the finished theme because it doesn't add much.

107. Which of the following is NOT an error in the sentence beginning on line 25?
    a. specialy
    b. after affects
    c. relief
    d. your

108. What change, if any, should be made in line 29?
    a. Change third and less to third and least.
    b. Change third and less to third, but less.
    c. Add a comma after third and a comma after important.
    d. No change is needed.

109. What change, if any, should be made in the three uses of the word good on lines 30 and 31?
    a. Leave all three as they are.
    b. Change the first to well and leave the other two as they are.
    c. Change the first two to well and leave the third as it is.
    d. Change all three to well.

110. What change, if any, should be made in the sentence beginning on line 32?
    a. No change is needed.
    b. Change think to believe.
    c. Change should to ought to.
    d. Change them to tests.

111. How should paragraph G be treated in this rewriting?
    a. It should be added to paragraph F without the P.S.
    b. It should be added to paragraph E without the P.S.
    c. It should be added to paragraph D without the P.S.
    d. It should be added to paragraph A without the P.S.

112. What change, if any, should be made in so hot in line 34?
    a. No change is needed.
    b. It should be as good.
    c. It should be so good.
    d. It should be so well.

113. Which of the following changes would improve line 36?
    a. Change worst and to worse. Besides, then
    b. Change worst and to worse. Because then
    c. Change worst to worse and where I stand to my grade
    d. Change worst to more worse

114. After the changes made by items 105 and 111, which two paragraphs might be combined, if such a change were desired?
    a. B and C
    b. C and D
    c. A and B
    d. D and E

## Exercise 5

Directions: The following material represents an outline from which a theme could be written. Whether an outline is made in the formal style of I. A. 1. a., like the one below, or in an informal "related-idea" structure, the primary value is probably more in the relationship of ideas to each other than in a mere arrangement of sequence.

Below, you will find that the 4 main divisions of the outline have been placed, I - IV, and under them the main ideas, A - D, are arranged. Below this outline are 24 statements which can be placed in the position of 1, 2, etc. under letters A-D, and, some statements which really will fit best if placed under the third level of an outline, 1, 2, etc., and accordingly would be numbered a, b, etc. in a formal outline. The purpose of this exercise is to help you to subordinate details to larger related ideas. Read over the material below to get a general idea of the entire selection before answering individual questions.

I. Introduction
    A. Summer recreation is important
    B. Baseball is a good all-around sport
II. Our town gets behind summer baseball
    A. The Recreation Department runs the program
    B. They have to get teams and schedules have to be made
    C. Many adults volunteer to help
III. Why I like my team
    A. I just like to play baseball
    B. I have met boys from other schools
    C. We have had a pretty good record
    D. Our coaches are very good
IV. Conclusion
    A. Little League is fun
    B. I think the time and money are well spent

1. Parents seem to enjoy watching it
2. Playing a real game is more interesting than playing work-up
3. The coaches are understanding when we make mistakes
4. It's fun to win
5. Players enjoy it too
6. Kids need to have something worthwhile to do during vacation
7. Most of the coaches are fathers of the boys who play
8. I enjoy playing more than one position
9. It's good experience for future sports activity
10. We learn to be good sports when we lose
11. They want to help us learn
12. Exercise is good for kids
13. The coaches teach us to play with our heads as well as our hands
14. The coaches spot weaknesses in the other teams
15. Sportsmanship is important to learn
16. Shirts and caps are given to all boys free
17. We back-up each other's catches
18. Parents have to provide transportation to games and practice
19. Umpires have to be obtained
20. It's good to learn teamwork
21. We should be aware of the number of outs and the runners on base
22. They don't overemphasize winning no matter what
23. Sponsors are needed to buy equipment
24. Kids don't get into trouble when they have enough to do

## Exercise 5

1. What influences most the number of paragraphs in a finished theme?
   a. The number of Roman numerals in the outline.
   b. The length of each paragraph; if one is too long, it should be made into two paragraphs.
   c. The number of ideas which should be separated from each other.
   d. The number of paragraphs a teacher says a theme must have.

2. Which of the following would make the best topic, or beginning, sentence by following the outline given?
   a. Baseball is a sport I like a lot.
   b. When school is out, sports are even more necessary than at other times.
   c. Sportsmanship and teamwork are responsible for baseball's interest for all ages.
   d. Little League is here to stay.

3. Which of the following statements most logically belongs under I. A. (Summer recreation is important)?
   a. 2
   b. 10
   c. 5
   d. 6

4. Which statements most logically belong under I. B. (Baseball is a good all-around sport)?
   a. 5 and 10
   b. 15 and 20
   c. 6 and 13
   d. 15 and 23

5. Which statement, or statements, most logically belong under II. A. (The Recreation Department runs the program)?
   a. 16 and 19
   b. 1 and 11
   c. 24
   d. 16 and 21

6. Which statement, or statements, most logically belong under II. B. (They have to get teams and schedules have to be made)?
   a. 7
   b. 9 and 22
   c. None of the above.
   d. All three: 7, 9, and 22.

7. Which statement, or statements, most logically belong under II. C. (Many adults volunteer to help)?
   a. 7, 18, and 23
   b. 3 and 18
   c. 16
   d. 7, 13, and 14

8. Which statements most logically belong under III. A. (I just like to play baseball)?
   a. 1 and 22
   b. 5 and 12
   c. 21 and 17
   d. 8 and 2

9. Which statements most logically belong under III. B. (I have met boys from other schools)?
   a. 4
   b. 10, 11, and 15
   c. Both of the above.
   d. None of the above.

10. Which statements most logically belong under III. C. (We have had a pretty good record)?
    a. 3 and 8
    b. 9 and 12
    c. 4 and 10
    d. 17 and 21

11. Which statements most logically belong under III. D. (Our coaches are very good)?
    a. 3, 8, and 11
    b. 3, 13, and 14
    c. 13, 15, and 20
    d. 14, 22, and 24

12. Which statements most logically belong under IV. A. (Little League is fun)?
    a. 1 and 5
    b. 4 and 12
    c. 16 and 19
    d. 20 and 23

13. Which statements most logically belong under IV. B. (I think the time and money are well spent)?
    a. 2 and 17
    b. 6 and 18
    c. 19 and 21
    d. 9 and 24

14. Which statements most logically belong under statement 13 (The coaches teach us to play with our heads as well as our hands)?
    a. 3 and 8
    b. 9 and 12
    c. 14 and 24
    d. 17 and 21

15. Which statements most logically belong under statement 3 (The coaches are understanding when we make mistakes)?
    a. 11 and 22
    b. 6 and 14
    c. 20 and 12
    d. 15 and 17

16. From your study of the 24 statements, which of the following parts of III contains enough material to make a well-developed paragraph by itself?
   a. A
   b. B
   c. C
   d. D

17. Which of the following changes would most improve II. A. (The Recreation Department runs the program)?
   a. Capitalize runs and program.
   b. Put a period at the end.
   c. Change runs to administers.
   d. Add the following words: of Little League Baseball in our town.

18. Which of the following is the best way to state II. B. in the outline?
   a. They have to get teams and make schedules
   b. Getting teams and making schedules has to be done
   c. First they have to get the teams, and then they have to make the schedules
   d. As it is.

19. What is the best way to handle II. B. in the outline?
   a. Leave it as it is.
   b. Put it under A, reducing II to two main divisions.
   c. Make it into two parts, one B and one C, with one related to getting the teams and the other to arranging the schedules.
   d. Leave it out entirely.

20. Which of the following would most improve III (Why I like my team)?
   a. Make it parallel in form with I, II, and IV.
   b. Make it parallel and agree with III. A, B, C, and D.
   c. Punctuate and capitalize it properly.
   d. Leave it as it is.

21. Which of the following words in the outline is most likely going to have to be changed when the theme is written?
   a. outs (see No. 21).
   b. kids (see No. 6)
   c. work-up (see No. 2)
   d. back-up (see No. 17)

22. Which of the following is most likely to be the last sentence of the completed theme?
   a. Although it is expensive, Little League is well worth it.
   b. I think the time and money spent on Little League are very good investments.
   c. Because Little League is such a worthwhile activity, I believe it should be continued as a part of our recreation program.
   d. Little League is a wonderful way for kids to get exercise in the summer when school is out.

23. Which of the following would make the best title for the finished theme?
   a. Who Likes Baseball?
   b. What I Like About Our Town
   c. Take Me Out to the Ballpark
   d. Where Did I Go? Out. What Did I Do? Played Baseball!

## Exercise 6

This exercise will give you the opportunity to write a business letter from a series of facts that are provided for you. You should read all of the material below before answering any of the questions in order to get an idea of the letter as a whole.

Let us suppose that you would like to earn some extra money on Saturdays during this school year. You saw an advertisement in your daily paper which read as follows:

> Wanted: Saturdays only, high school student to wait on customers and help in stock room of local sporting goods store. Apply by letter, stating qualifications, to Box 342, Evening Telegram.

Below are listed some facts which may be used in answering the advertisement above. Obviously, all of the facts below would not be included in the letter that would be written.

1. Age: 16 years
2. School: Central High School
3. Principal of Central High School: Dr. Robert B. James
4. Class in school: sophomore
5. Home Room Teacher at Central High: Miss Geneva Christianson

6. Program of studies this year: English 10, Geometry, Modern History, Biology, Physical Education and Drivers' Education
7. Graduated last year from Central Junior High School
8. Favorite subjects in school: mathematics and physical education
9. Best school marks in mathematics and science
10. Active in intramural sports in junior high school

11. Worked before school in mornings in junior high school supply store under Mr. George Brown, assistant principal
12. Have done odd jobs for people in your neighborhood area
13. Regularly attend X Church
14. Member of Youth Fellowship Group at X Church, Treasurer last year
15. Sponsors of youth church group: Mr. and Mrs. James Black

16. Home address: 2250 Western Avenue, Superior, Minnesota
17. Date today: October 23, 1967
18. Salary you want: no less than $1. an hour
19. Father: Mr. William P. Jones
20. Father's occupation: Carpenter, Dooley Construction Company

21. Family: 1 brother, 2 sisters
22. Your name: John W. Jones

## Exercise 6

31. Which of the following is the best way to write the heading of this letter?
    - a. 2250 Western Ave.,
      Superior, Minnesota
    - b. Superior, Minnesota
      2250 Western Ave.
    - c. 2250 Western Avenue
      Superior, Minnesota
    - d. 2250 Western Avenue, Superior, Minnesota.

32. Where should you put the information in the heading above?
    - a. the upper left-hand corner
    - b. the upper right-hand corner
    - c. in the body of the letter
    - d. the lower left-hand corner

33. How would you write the date?
    - a. Oct. 23, '67
    - b. October 23, 1967
    - c. 23 Oct. 1967
    - d. Leave it out.

34. Which of the following is the best way to write the inside address?
    - a. Box 342, Evening Telegram, Superior, Minnesota
    - b. Evening Telegram
      Box 342
      Superior, Minnesota
    - c. Box 342,
      Evening Telegram,
      Superior, Minnesota.
    - d. Box 342
      Evening Telegram
      Superior, Minnesota

35. Which of the following would be the best salutation?
    - a. To whom it may concern:
    - b. Gentlemen,
    - c. Dear Sir:
    - d. My Dear Sir,

36. Where should the salutation be placed?
    - a. on the line before the inside address
    - b. on the next line after the inside address
    - c. on the second line after the inside address indented even with the beginning of the first paragraph
    - d. on the second line after the inside address, even with it, or at the same slant as the inside address

37. Which of the following is the best opening sentence for this letter?
    a. I'd like to apply for the job as clerk in your sporting goods store.
    b. I am 16 years old and will be free to work on Saturdays so I'd like the job you advertised.
    c. I would like to apply for the position of clerk and stock room helper advertised in the Evening Telegram, October 23, 1967.
    d. In answer to your ad in the Telegram, I'd like to apply for the position.

38. Which of the following could be best left out in your application letter?
    a. something about your education
    b. the salary you want to receive
    c. a statement or two about your work experience
    d. names of people you know and have worked for

39. If you were to write a paragraph about your educational background, which of the following items would be least important to include?
    a. item 10
    b. item 9
    c. item 8
    d. item 6

40. If you were to include a paragraph about your work experience, which of the following items would be least important to include?
    a. item 14
    b. item 10
    c. item 12
    d. item 11

41. If you were to give the names of persons to act as references, which of the following would be least desirable to include?
    a. Mr. Brown (item 11)
    b. Dr. Robert B. James (item 3)
    c. Mr. and Mrs. James Black (item 15)
    d. Miss Geneva Christianson (item 5)

42. Which of the following items might well be left out of your letter?
    a. items 1, 8, and 11
    b. items 13, 14, and 16
    c. items 19, 20, and 21
    d. items 17, 18, and 22

43. Which of the following would be the best way to handle the item of salary?
    a. Leave it out of the letter and discuss it in the interview.
    b. Leave it out of the letter and take what you can get.
    c. State the salary you would like to get early in the letter.
    d. State a figure that is high enough so you can come down and still be satisfied.

44. Which of the following ideas should you keep uppermost in your mind while writing a letter of application?
    a. Write it from your point of view emphasizing what you can do and what you expect to receive for your services.
    b. Write it from the employer's point of view so he will become interested in talking to you.
    c. Write it in a friendly style to make the employer think you're a nice, friendly person.
    d. Write in a cold, impersonal style so that he will see that you are shrewd and calculating and have "nerves of steel."

45. Which of the following is the best way to express yourself about scheduling an interview?
    a. Say nothing about an interview -- leave it up to him.
    b. Say, "I am enclosing a self-addressed, stamped envelope for your reply."
    c. Say, "I would like to talk to you about this job. I can see you on Monday, Wednesday, or Thursday next week."
    d. Say, "I would appreciate the privilege of having a personal interview. If you wish to call me, my telephone number is XY 5-4321."

46. Which is the best way to express the ideas in items 8 and 9?
    a. Leave them out.
    b. Mathematics is my favorite subject in school so I realize how important it is to be accurate in handling figures.
    c. I am good in math at school and never make mistakes.
    d. Because mathematics is such a favorite subject of mine, I would be able to guarantee accuracy in all of my accounts whether they be in the handling of money or items in the art of merchandising.

47. Which is the best way to handle the idea expressed in item 11?
    a. As a clerk in our school supply store in the morning before school, I learned how to work rapidly and accurately.
    b. I worked in our school supply store before school started in the A.M.
    c. I had loads of experience working in our school supply store.
    d. Leave it out.

48. Which is the best way to handle the ideas expressed in items 13 and 14?
    a. I am a member of X Church, where I was a member of the Youth Fellowship Group. For one year I filled the office of treasurer.
    b. As treasurer of the Youth Fellowship at X Church, I gained considerable experience in handling money and accounting for it.
    c. My character is of the best since I belong to X Church.
    d. Leave all of this material out of the letter.

49. Which would be the best way to handle the idea expressed in item 10?
    a. Leave it out entirely.
    b. Because I was active in several sports in Central Junior High School, I would be interested in working in a sporting goods store. I am sure I could serve the customers well.
    c. Because I played in lots of sports in junior high school, I know lots about them.
    d. Since I took an interested and active role in many sports while I was a student in junior high school, I have come to know many sports so well that I could tell the customer what he should buy.

50. How many paragraphs do you think you would need to use the important facts listed in writing a good letter of application?
    a. 4-5 paragraphs
    b. 7-8 paragraphs
    c. 1-2 paragraphs
    d. 2-3 paragraphs

51. Which, if any, of the following would be a good closing sentence?
    a. Hoping to hear from you soon,
    b. Anticipating an early reply,
    c. Either of the above.
    d. None of the above.

52. Which of the following would be the best way to write the complimentary close to this letter of application?
    a. Respectfully yours,
    b. Yours Truly,
    c. Yours sincerely
    d. Yours Very Truly,

53. What is the preferred way to sign the writer's name to this letter?
    a. John W. Jones
    b. Johnny Jones
    c. J. W. Jones
    d. John William Jones

## Exercise 7

This exercise will give you an opportunity to develop a theme of several paragraphs from a series of facts that are provided for you. Be sure to read all of the items below before answering any of the questions in order to get an idea of the theme as a whole.

You will soon discover that this theme concerns the sport of basketball. As you read the items below, try to think of the way you would start this theme. Think, also, of items that seem to be related to one another and therefore would belong in the same paragraph. You should also note that some of the items aren't related to the others and therefore should be left out in the final writing.

1. object of the game is to throw an inflated ball through a hoop called a basket
2. game enjoyed by players as well as spectators
3. first played in 1891
4. teams today have five players; two forwards, two guards, and a center
5. can't run with the ball--must pass it or dribble it

6. game invented by Dr. James A. Naismith
7. both boys and girls can play but rules for girls are different
8. played in over 100 countries in the world today
9. probably the only major sport which was first played in America
10. usually played indoors

11. at first the center jump was used to start each period and after each basket or free throw
12. Naismith thought a game was needed to fill in between football and baseball seasons
13. originally there were 7 men on a team
14. game depends upon skill in shooting and passing
15. center jump is used today only to start the first and second half

16. more high schools and colleges have teams in basketball than in any other sport
17. basketball scandals of "fixing" games began in New York
18. Naismith was a teacher in YMCA Training School in Springfield, Mass.
19. roughness penalized by giving the opponent a free shot
20. faster game today means higher scores

21. the Globe Trotters are a famous team
22. yearly attendance exceeds 100 million for many teams play many games

## Exercise 7

61. If you wanted to develop a paragraph on "the popularity of basketball," which item below would you include?
    a. item 1
    b. item 2
    c. item 10
    d. item 19

62. If you wanted to develop a paragraph on "changes in the game," which item below would you include?
    a. item 11
    b. item 12
    c. item 5
    d. item 16

63. If you wanted to develop a paragraph on "history of the game," which item below would you include?
    a. item 16
    b. item 14
    c. item 11
    d. item 9

64. If you wanted to develop a paragraph on "characteristics of the game," which item below would you include?
    a. item 6
    b. item 8
    c. item 17
    d. item 19

65. Which of the following topics would make the best beginning paragraph for this theme?
    a. characteristics of the game
    b. history of the game
    c. changes in the game
    d. popularity of the game

66. Which of the following topics would make the best concluding paragraph of this theme?
    a. characteristics of the game
    b. history of the game
    c. changes in the game
    d. popularity of the game

67. Which of the following items would you place in a paragraph on "history of the game"?
    a. items 7 and 13
    b. items 3 and 6
    c. items 17 and 19
    d. items 18 and 22

68. Which of the following would you place in a paragraph on "changes in the game"?
   a. items 4 and 21
   b. items 7 and 19
   c. items 2 and 5
   d. items 15 and 20

69. Which of the following would you place in a paragraph on "characteristics of the game"?
   a. items 3 and 4
   b. items 1 and 10
   c. items 7 and 14
   d. items 8 and 18

70. Which of the following would you place in a paragraph on "popularity of the game"?
   a. items 9 and 21
   b. items 12 and 20
   c. items 16 and 22
   d. items 17 and 18

71. Assuming that you are going to use the organization of four parts suggested above, which items would you leave out?
   a. items 17 and 21
   b. items 3 and 18
   c. items 6 and 13
   d. items 10 and 20

72. Which item do you think contains the best material for an opening sentence for this theme?
   a. item 3
   b. item 6
   c. item 9
   d. item 18

73. Which of the following items would you join with item 4 in a compound sentence?
   a. item 7
   b. item 13
   c. item 16
   d. item 19

74. How would you handle items 11 and 15?
   a. Leave out both sentences
   b. Leave out 11 but include 15
   c. Leave out 15 but include 11
   d. Include both but keep the ideas in separate sentences

75. Which item would be the best one to join with item 6 in the same sentence?
    a. item 2
    b. item 4
    c. item 10
    d. item 18

76. Assuming that you are using item 20 to compare basketball in the past and present, which is the best way to express the idea in this item?
    a. A faster game today means higher scores.
    b. Because the game is faster today the scores are also higher.
    c. Because the scores are higher today, the game is also faster.
    d. The scores are higher today and the game is played faster.

77. Which is the best way to express the idea in item 7?
    a. Both boys and girls can play the game, but rules for girls are different from the rules which are followed by the boys.
    b. Girl's rules are different from boy's rules.
    c. Both boys and girls can play the game, but girls' rules are quite different.
    d. Boys' rules are different than the rules followed by the girls.

78. How do you suppose the word "basketball" was first spelled in America?
    a. basket ball
    b. basket-ball
    c. peachbasket ball
    d. hoop ball

79. If item 4 were to be used as a sentence in your theme, which would be the best way to write the last 8 words?
    a. players, two forwards, two guards, and a center.
    b. players: two forwards, two guards, and a center.
    c. players. Two forwards, two guards, and a center.
    d. players--two forwards and a center in addition to two guards.

80. What would be the best way to write the last 8 words of item 18 as the end of a sentence?
    a. in the YMCA Training School in Springfield Massachusetts.
    b. in the YMCA Training School in Springfield, Massachusetts.
    c. in the YMCA Training School, in Springfield, Massachusetts.
    d. in the Y.M.C.A. Training School, Springfield, Mass.

81. Which of the following items would make a good closing sentence for this theme?
    a. none of them--a new one would have to be written
    b. item 8
    c. item 16
    d. item 22

82. Which of the following would be the best title for this theme?
   - a. My Favorite Sport
   - b. Our All-American Game
   - c. The History of Basketball
   - d. My How the Game Has Changed!

## Exercise 8

Below are three divisions in which sentences and groups of words have been placed. You could write a theme about the new ship, Queen Elizabeth II, from the material below. Part I contains material for an opening paragraph, Part II for a second paragraph, and Part III for a final paragraph.

### Part I

1. ship launched - Scotland - 30,000 were there
2. two larger ships will be replaced
3. owners hope for increase in travel by ship
4. new ship first seen by public on Sept. 20, 1967
5. ship named for present Queen - Elizabeth II

### Part II

1. It will replace two larger ships.
2. The owners hope that as a result more people will travel by ship.
3. Because it was designed for less expensive operation, Queen Elizabeth II will allow reduced trans-Atlantic fares.
4. It is smaller than its predecessors, the Queen Mary and the Queen Elizabeth.
5. The new ocean liner is the most advanced ship in the world.
6. It will carry nearly the same number of passengers and a smaller crew.

### Part III

1. It will be used as a floating museum.
2. Many people are sorry that the two original "Queens" are to be retired.
3. The Queen Elizabeth II will make its maiden voyage early in 1968.
4. At least, many say, the era will be continued by the new Queen.
5. They had hoped that the ships will not be sold for scrap.
6. The other Queen will be in service for one more year.
7. The Queen Mary has been purchased by the city of Long Beach.

## Exercise 8

91. Which of the following best expresses the idea in No. 1, Part I?
    a. The ship was launched in Scotland with 30,000 people present.
    b. The launching of the ship was in Scotland with 30,000 people present.
    c. In Scotland, the ship was launched with 30,000 people present.
    d. The scene of the launching was Scotland and 30,000 people were present.

92. Which of the following best expresses the idea in No. 2, Part I?
    a. It will be the replacement of two larger ships.
    b. Two larger ships will be replaced by it.
    c. It will replace two larger ships.
    d. Both of the ships it replaces are larger.

93. Which of the following best expresses the idea in No. 3, Part I?
    a. The owners have hopes that more people will travel by ship.
    b. The owners are hopeful that more people will travel by ship.
    c. The owners have hope that sea travel will become more popular.
    d. The owners hope that more people will travel by ship.

94. Which of the following best expresses the idea in No. 4, Part I?
    a. The unveiling of the new monarch of the sea was on September 20, 1967, for the public.
    b. For the public, September 20, 1967, was the occasion for the unveiling of the new monarch of the sea.
    c. On September 20, 1967, the new monarch of the sea was unveiled for the public.
    d. For the public, the new monarch of the sea was unveiled on September 20, 1967.

95. Which of the following best expresses the idea in No. 5, Part I?
    a. The christening was by the Queen for whom the ship was named the Queen Elizabeth II.
    b. The ship was named the Queen Elizabeth II and was christened by the Queen.
    c. The ship was named the Queen Elizabeth II and it was christened by the Queen.
    d. The ship, named for Queen Elizabeth II, was christened by the Queen.

96. If you were to make a paragraph from the material in Part I, which of the following would you omit?
    a. item 1
    b. item 3
    c. item 4
    d. item 5

97. Which of the following items in Part I contains material for a good topic sentence for the paragraph?
    a. item 4
    b. item 2
    c. item 5
    d. item 1

98. Which of the following items in Part I contains material that would logically follow the topic sentence?
   a. item 1
   b. item 5
   c. item 2
   d. item 4

99. Which of the following items in Part I would be the third sentence in the paragraph?
   a. item 1
   b. item 2
   c. item 3
   d. item 4

100. If you planned to write the first paragraph as it appears below, how could it be improved?

On September 20, 1967, the new monarch of the sea was unveiled for the public. The ship, named the Queen Elizabeth II, was christened by the Queen. The ship was launched in Scotland with 30,000 people present.

   a. Combine the second and third sentences to avoid repeating "the ship."
   b. Add a sentence about the size and design of the ship.
   c. Combine the first two sentences into a complex or compound sentence.
   d. Add a sentence telling why the new ship was built.

101. Which sentence in Part II, serving as the topic sentence, could be placed first in the paragraph?
   a. number 1
   b. number 5
   c. number 4
   d. number 2

102. If sentence 4 began with "Although," which sentence could best be combined with it to form a complex sentence?
   a. number 5
   b. number 6
   c. number 2
   d. number 1

103. Where should this newly formed sentence in question 102 appear in the paragraph?
   a. as the final sentence in the paragraph
   b. after sentence 1
   c. after the topic sentence
   d. after sentence 2

104. Which sentence should come after this newly formed sentence in question 102?
   a. number 1
   b. number 2
   c. number 3
   d. number 5

105. Which sentence should follow sentence 3 in Part II?
   a. sentence 6
   b. sentence 5
   c. sentence 2
   d. sentence 1

106. If sentence number 1 of Part II were to be used in a paragraph with the other sentences, what should be done with it?
   a. Put it as a separate sentence after sentence 5.
   b. Put it as the last sentence of the paragraph.
   c. Expand it, and then use it as the topic sentence.
   d. Condense it, and subordinate it, making it a part of sentence 5.

107. Among the sentences in Part III, which one should serve as the topic sentence and should be placed first in the paragraph?
   a. sentence 7
   b. sentence 3
   c. sentence 2
   d. sentence 1

108. Which of the sentences in Part III should be placed after the topic sentence?
   a. sentence 7
   b. sentence 6
   c. sentence 5
   d. sentence 4

109. Which of the sentences in Part III could best be combined with sentence 4?
   a. sentence 1
   b. sentence 3
   c. sentence 5
   d. sentence 7

110. Which of the sentences in Part III could best be combined with sentence 7?
   a. sentence 1
   b. sentence 3
   c. sentence 5
   d. sentence 6

111. Which of the sentences in Part III should sentence 6 follow?
   a. sentence 5
   b. sentence 7, as changed
   c. sentence 2
   d. sentence 4, as changed

112. Which sentence, if any of those in Part III, should be omitted from the paragraph?
   a. sentence 1
   b. sentence 3
   c. sentence 7
   d. none of the above

Exercise 8, contd.

113. Which of the sentences in Part III should be placed last in the paragraph?
   a. sentence 4, as changed
   b. sentence 6
   c. sentence 7, as changed
   d. sentence 1

114. Which of the following would be the best title for this theme?
   a. British Ships
   b. Time Marches On
   c. The New Queen of the Seas
   d. Progress in Scottish Shipbuilding